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ABSTRACT

In the present complex and changing context students and families are looking for information tools to help them identify financial planning constants to allow them to reduce the number of unknown factors that can be barriers to the completion of a personal financial package to cover the cost of higher education. This handbook is designed to supply a theoretical framework, to identify problems and potential solutions that can provide a coordinated information system designed for, measured against, and accountable to the needs of students and families. Kevin Bacon discusses the theoretical analysis of general information needs for students and their families about costs and financial aid. The themes of his two chapters revolve around the analysis of the specific information needs of students and the consumer skills they require to function effectively in making decisions about their own futures. Chapters by Randy Bunn; Valerie McIntyre; Peter Coye; Charles Mecum, Mike McConnell and Deborah Bozsa; and Peter Comeau describe existing information services in California, Oregon, Wisconsin, Illinois, and New York with a view toward identifying principles, programs, and problems. Fritz Edelstein with Layton Olson describe nationwide information systems about costs and financial aid with a view toward developing a responsibility in the U.S. Office of Education for coordinating Federal, state, institutional, and private information efforts in an overall system helpful to students and families. (JMF)

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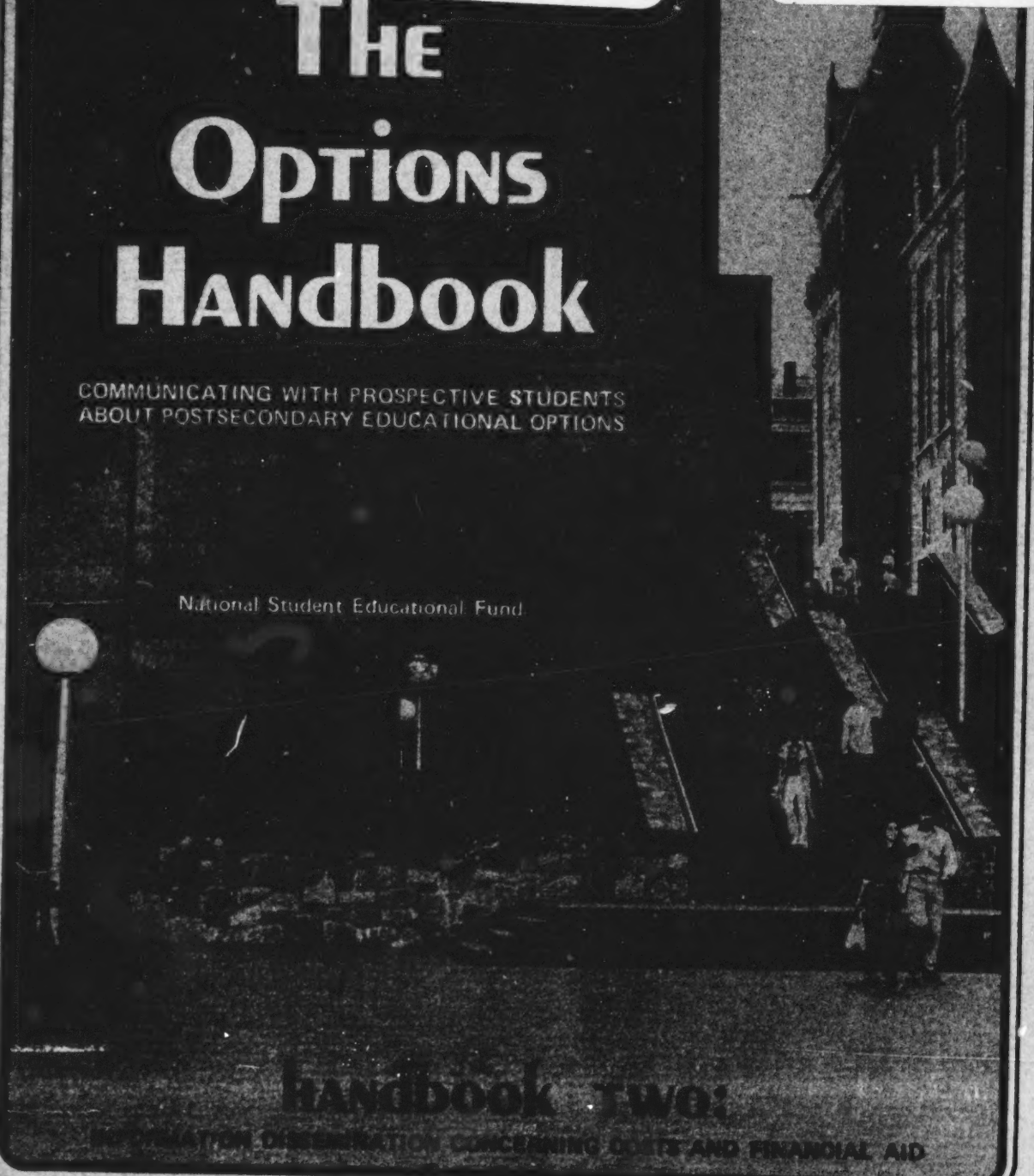
The Options Handbook

COMMUNICATING WITH PROSPECTIVE STUDENTS ABOUT POSTSECONDARY EDUCATIONAL OPTIONS



National Student Educational Fund

HANDBOOK TWO:

INFORMATION CONCERNING COSTS AND FINANCIAL AID

HE 008 930

The Options Handbook

COMMUNICATING WITH PROSPECTIVE STUDENTS
ABOUT POSTSECONDARY EDUCATIONAL OPTIONS

Handbook Two:

INFORMATION DISSEMINATION CONCERNING COSTS AND FINANCIAL AID

EDITED BY:
Mary S. Carlson
with Chip Berlet

THE NATIONAL STUDENT EDUCATIONAL FUND

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Introduction

When a cross section of Oregon high school students were asked what information they wanted about postsecondary education, two of the five questions most frequently asked were (1) How much will it cost to complete a particular course or program? and (2) What are my chances for qualifying for how much of what kinds of financial assistance to pay for school costs? (Kinnick, 1975).

The cost of postsecondary education has always been a major concern of students and their families. This concern increased during the 1970's because of sudden cost increases and uncertainty about the value of an education in a declining job market.

In the Fall of 1974, 55 percent of students entering public and private colleges applied for financial aid, and that percentage is increasing (Astin, 1974). Student financial aid programs have grown tremendously in the past twenty years partially because of increased costs, numbers of students, and program options. Since 1955, financial aid from federal and state governments, schools, private endowments, labor unions, and civic organizations has grown from approximately $100 million per year to over $6 billion per year. (National Task Force on Student Aid Problems, 1975).

Since 1955 large numbers of persons from lower income families and many older students have entered postsecondary education. Often married, and with family responsibilities, or returning to school after periods of marriage or employment, these students seldom have access to their parent's financial resources. With the lowered age of majority many young students are facing responsibilities for financing their own education at an earlier age.

Increased concern about paying for school has made adequate information about costs and sources of financial resources more important. Complete and accurate information is needed to help each student and family to coordinate financial resources from family, government, school, and private sources in order to develop a personal financing strategy to complete a particular course or program.

Today, students and their families are looking at costs and financial aid in the midst of complex, and often rapidly changing:

1. *prices* and *values* of education;
2. *sources, eligibility criteria,* and *administrative availability* of financial assistance;
3. overall *family security* and *resources* in times of high unemployment and increasing costs of living necessities.

In such complex and changing situations students and families are looking for information tools to help them identify planning constants (information and resources they can depend on) and thereby reduce the number of unknown factors which can be barriers to the completion of a personal financial package. In such situations, students and families are looking for both general and specific information tools in the same way a financial investor uses such tools as the *Wall Street Journal* and specialized information services. Students need this quality of information to make the best (most informed) decision which involves a major commitment of personal time and financial resources.

Students and their families are looking to a combination of services for information, including *personal* sources (family, friends), *private* sources (bank and insurance company personnel, books and articles, computer search services and material from financial needs analysis services), *high school* and *postsecondary school* sources (catalogs and written publications, advertisements,

teachers, counselors, and financial aid administrators, and computer-based information systems), and *governmental* sources (printed materials from federal and state agencies, mailings, public service announcements, and special counseling and outreach services).

Today, *good information* about financial resources has become more important because of the diversity of students' financial backgrounds. Each person's situation is unique in its combination of individual resources and goals, family resources, eligibility and administrative requirements. In addition, many students come from families without prior experience with the multitude of financial aid, bank and insurance programs which have become important in the past 20 years.

Conversely, *poor information*, incomplete information, misinformation, misapplications for assistance have also become more important, as the penalties for mistakes are increasingly severe. (Final Report on Student Financial Aid Hearings, Student Advisory Committee of tne College Scholarship Service, April, 1976). The biggest danger of poor information is the confusion and discouragement it brings to students and families. Many students and families do not understand the theory or process of how to get resources. The goal of good information is to help students gain control—and a feeling of control—over their own destiny.

The 8 chapters in this book are written from the student perspective. As such, they are written from the bottom looking up at many information sources. The purpose of the chapters is to lay down a theoretical framework, to identify problems and potential solutions which can turn the maze of programs and information sources into a coordinated information system designed for, measured against, and accountable to the needs of students and families. The key point is that while the system may be rational and understandable to the providers of information (from the top looking down), it may be irrational and confusing to students and families.

The first two chapters are concerned with a theoretical analysis of general information needs of students and their families about costs and financial aid.

The major themes of these chapters revolve around the analysis of the specific information needs of students and the consumer skills they require in order to function effectively in making decisions about their own futures. The second chapter includes an outline for a 6-week high school course on decisions about the future after high school designed to allow each person (not just the college bound) to learn how to identify his or her own decision-making values and processes, to learn how to use information, and how to fill out financial aid, admissions and test forms. The purpose of the outline is to probe one key technique for dealing with "information gaps" in a comprehensive way, pulling together many of the elements which are often available in the counselors office (only to a small percentage of students) and in printed information (often not related to other information and often confusing in its detail). The outline focuses on the comprehension of information by students, as they learn to actively use information, which is a crucial factor in making a comprehensive information system work.

Chapters three through seven describe existing information services in 5 states (California, Oregon, Wisconsin, Illinois, and New York) with a view towards identifying principles, programs and problems.

Chapter eight (Information Dissemination at the National Level) describes nationwide information systems about costs and financial aid with a view toward developing a responsibility in the U.S. Office of Education for coordinating Federal, state, institutional and private information efforts in an overall system helpful to students and families.

• • •

by Kevin Bacon

Financial Aid and Cost Information

A significant outcome of the rapidly changing postsecondary education environment is the growth of the "student as consumer" movement. Rapidly rising costs, complex mazes of federal, state, and campus financial aid programs, increasing competition between institutions for a shrinking pool of students, and skepticism concerning the actual value of advanced education are all factors which underlie the growth of the "student consumer movement." This movement's growth has posed new alternatives to postsecondary education's perennial problems. This is especially true in the area of access to postsecondary education and, more specifically, with how students can best be equipped to make choices about their own postsecondary educational options.

A key aspect of a person's postsecondary educational decision-making process involves decisions about the costs of pursuing an education after high school. Postsecondary education is often the second largest financial decision consumers will make in their life time. The National Task Force on Student Aid Problems recently pointed out that the financial aspect of student decision-making is characterized by confusion and a lack of adequate communication between institutions, aid administrators, students, and their families. This paper will attempt to examine and define some critical needs of students seeking useful information about the costs of attending postsecondary education and the means available to them to finance their personal decisions. This analysis will apply a consumer perspective to the purchase of educational services. The paper will make several recommendations for action by federal and state governments, postsecondary educational institutions, local high schools, and community agencies to improve the quantity and quality of financial information available to students.

The Product and What It Costs

Just as with any other major purchase a consumer will make, the consumer of educational services needs accurate and complete information about the products he or she is buying *before* he or she decides to make a purchase. Unfortunately, education is a complex commodity made up of several cost components including tuition, books and living expenses. The ill-defined nature of the product purchased and the multiple cost factors involved have historically made it difficult for students to comprehend the "real costs" and benefits of various postsecondary educational options.

● INFORMATION ABOUT THE EDUCATIONAL PRODUCT A STUDENT IS BUYING

Understanding the "true cost" of a product involves knowing both the dollar cost of the item and its nature or quality. This knowledge allows a comparison of the dollar outlay for services with the value the consumer will receive from a given service. Unfortunately, educational services are not as amenable to "Consumer Reports" product testing as are washing machines or auto repair services. Education, however, can be examined in several ways to provide basic information about the relative value of various options. Recently, Federal Trade Commission (FTC) rules concerning advertisements and re-

cruiting practices of correspondence and vocational schools, and the Guaranteed Student Loan Program (GSLP) rules designed to reduce loan defaults by improving students' information about educational programs have focused public attention on the need for full and accurate disclosure of information by educational institutions. None of these criteria alone serve as a sufficient measure of educational quality, although they do give the consumer some factual basis for judging whether a particular school can meet his or her needs at a reasonable cost. Some criteria for evaluating educational quality relative to costs are listed below:

- Job placement record of graduates;
- % of entering students who complete the program;
- Success of graduates in meeting necessary licensing requirements;
- Qualifications of instructors;
- Facilities available to students to support their studies (labs, and so on);
- Accreditation of the program or school;
- Degrees or certificates the school is entitled to award;
- Financial stability of the institution;
- Opinions of former students concerning the program or school;
- Average time it takes to complete the program;
- "Transferability" of credits earned to other institutions;
- Significant recent changes in curriculum or graduation requirements;
- Social and economic profile of the student body.

Clearly it is difficult to obtain that information, but the need for it remains. Adequate information is needed for rational decision-making, one of the universally accepted goals of education. Despite administrative resistance, mechanisms for providing this information to students will evolve as a result of the increasing competition among schools for the limited pool of students. Lyman Glenny's article "The 60's In Reverse" (1973) provides a concise and clear discussion of the impact of current population trends on postsecondary education. The key problem facing institutions and state and federal agencies will be to ensure both the accuracy and the availability of such information.

● INFORMATION ABOUT THE COSTS OF THE EDUCATIONAL PRODUCT

It is essential that students have access to accurate cost summaries covering the total range of their educational options. These summaries should be concise and readable, and available very early in their decision-making process. Complex and detailed cost information need only be available after the range of options have been narrowed. The first effect of providing adequate initial exposure to cost information should *not* be so confusing that it discourages a student from adequately surveying all of the available options.

Initial cost information which should be available to the student is listed below.

Total Costs — listed for the following types of students:
- –single, living at school
- –single, commuting
- –married students

Tuition Costs — all fees charged, with separate listing for out of state fees where applicable

Room and Board — separate listing of costs for on and off-campus students

Book and Lab Supplies

Miscellaneous Expenses

These should be provided for a full academic year program as well as on a term-by-term basis, and for part-time students. The goal is to give the students only a brief sketch of costs involved. Providing students with more detailed information can follow after the narrowing of their focus to a smaller range of options. The most data provided initially should represent a typical student's budget. The sole purpose of this information is to give the prospective student a "ball park" estimate of relative costs.

State student assistance agencies should assume primary responsibility for assembling, verifying, and disseminating basic cost information. For practical and financial reasons, it is likely that the information will be supplied by the institutions themselves within a framework drawn up by the state. The state agency should also supply students with the applicable Bureau of Labor Statistics (BLS) geographically adjusted estimates of low and moderate standard individual and family budgets. This would give the students another basis for judging their expenses in addition to the estimates provided by the institutions themselves.

More detailed cost data should be available to the student once he or she has focused on a smaller number of options. The summary of costs mentioned earlier should tell the student where to obtain more detailed information from specific institutions. The more detailed information should include the actual expenditures of various categories of students enrolled in an institution (married, single, resident, commuter, part-time). The information should include mention of living conditions and community environment, the availability of local transit services, quality of housing, significant obligations of dormitory or apartment contracts, availability of child care, recreational opportunities, and opportunities for part-time employment. These items are not usually found in student budgets prepared by educational institutions but can have a great impact upon the quality of life at a particular school.

A detailed cost information package would include the following:

Institutional Fees and Tuition — This amount should be broken up into specific fees, and be listed for both a one term and a full year basis.

Room and Board — This element should reflect the cost of the most common resident student living arrange-

ments. It should also note any unusual contractual obligations required to secure room or board.

Books and Supplies — This element should list the costs of the most common study programs at an institution. It should also note the availability of used or library copies of required texts.

Transportation Costs — Budgets should be developed for commuting students and for residential students which itemize the costs of various means of transportation.

Miscellaneous Costs — These include telephone, recreational activities, utilities, laundry, household goods, and toiletries.

Medical Costs — This element should outline the services available in the campus-based student health care program, as well as the cost and availability of those services not covered in the campus program.

Child Care — This element should discuss the cost and availability of adequate child care services.

Rate of Inflation — Every element listed above should include a statement about cost increases experienced during the previous three years and probable increases in future charges.

Students attending individual schools should help in the preparation and evaluation of this data. Students involved in campus financial aid advisory committees would be well qualified and motivated to participate in this process. A peer review of the costs of attending various institutions would provide prospective students with a valuable tool for comparing schools.

Considerable attention should be given to student budget items beyond tuition and fees because they represent from 40% to 95% of the *student's* costs. The costs and quality of life at each institution are not only critical factors in shaping a student's choice of institution but are also significant in developing a financial strategy to implement that choice.

When the student seeks to go beyond the initial cost data to the more detailed cost information on a given institution, he or she should receive more than just a standard one page "student budget" hand-out. What he or she should receive is a comprehensive package of materials which treat the educational and living environments of a given school. This package should include uncensored reports from current students at that institution. Only from such a comprehensive information base can a student really assess the true costs and benefits of various postsecondary educational options.

● TUITION AND PRODUCT QUALITY

Before leaving the question of evaluating and assessing student costs, a word should be said about tuition and fees. Although a student will spend a large portion of his or her budget on living costs, education is the service he or she is primarily interested in purchasing. Education has been hard to fit into a normal "consumer protection" framework because the standard evaluative mechanisms (such as ratings of competing products, warranty policies, resale values, average useful lifetimes) are either nonexistent or woefully underdeveloped in the educational sector.

Educational evaluation methods are only now beginning to be considered as a result of increased competition between institutions, consumer litigation over educational practices (see "Student Sues University, Says She Learned Nothing," in the *Chronicle of Higher Education*, 10 March 1975, p. 2), and the development of new regulations for financial aid agencies. New information evaluating educational products and comparing institutions will be gathered and disseminated. These measures of quality will have to treat both educational "inputs" (training of teachers, supplies, facilities, nature of curriculum, library resources, and so on) and "outputs" (job placement, satisfaction of graduates 1, 5, and 10 years later). Because so many subjective judgments are involved in evaluating educational options there is need for a forum where conflicting views of the institutional quality can be argued.

A private, non-profit group devoted to serving educational consumers rather than institutions needs to be formed to compile and disseminate this information. State and federal agencies should continue developing common institutional disclosure of information which prospective students could use to compare institutions in the absence of more sophisticated evaluations.

Financial Aid

A factor contributing to student confusion about financial assistance is the lack of adequate information about financial aid programs. Part of the confusion is due to the overly complex bureaucratic nightmare which constitutes student financial assistance. This confusion, and resulting communication problems, are brought about by the use of multiple application forms for each type of aid, the lack of standardized criteria for determining eligibility and need, the use of different categories and costs in analyzing student budgets, and the lack of agreement on the definition of terms.

The National Task Force on Student Aid Problems (Keppel Commission) has analyzed the very complex student aid system and attempted to develop responses to the system's most glaring weaknesses. Many of the areas most in need of major overhaul in the student aid system are also the chief areas of student confusion and misinformation. The Keppel Commission focused on the development of a common financial statement, unified applications and award calendars; a consolidation of overlapping programs; a thorough overhaul of needs analysis systems, and the student budgets used to compute awards; and the development of a more formalized grievance procedure. Success in implementing these reforms will determine the likelihood of reforming other programs which provide information to the consumer.

● DIRECT FEEDBACK BETWEEN CONSUMERS AND THE FINANCIAL AID COMMUNITY

Consumer feedback should be utilized in attempts to reduce the complexity of the system. As programs designed to provide information directly to students grow in size and scope, efforts should be made to use these programs as feed-

back channels to solicit consumer reaction to the overall aid system. This feedback can serve as a valuable tool in evaluating efforts like those of the Keppel Commission, and as a guide for future reforms. This will require increased communication between students and administrators and consumers.

Two ways of institutionalizing this feedback would be conducting surveys of the information needs of prospective aid recipients (as they perceive them) and creating student resource and information boards at each institution and in every agency that awards aid.

It is important for the federal government and state agencies to ask prospective students what information they need to know and what form best communicates this information to different types of students. These surveys of information needs about financial aid, educational programs, and career options need to be coordinated. The state of Oregon has just completed the first statewide survey (Kinnick 1975) covering 400 high school seniors and 400 first year postsecondary enrollees about what information students feel they need to know. Each state scholarship and loan agency should conduct such a survey to assist it in its communication efforts. The U.S. Office of Education should conduct their own surveys, and gather similar information from state agencies in order to develop better nationwide standards for information dissemination. The Office of Education should also cooperate with the Fund for the Improvement of Postsecondary Education in determining the form and content of information which must be disclosed by an institution to financial aid recipients under the Guaranteed Student Loan regulations.

A Student Resource and Information Board should be set up at each institution receiving student assistance funds, each local or regional counseling center, and each statewide financial aid agency or program. The purpose of the board would be to involve students in the process of delivering financial aid and financial aid information. This would build a system which could communicate information both "from the top down" and "from the bottom up." It would be the responsibility of such boards to distribute information to students both on and off campus through student "financial survival manuals" (Hines and Salerno, 1975), campus newspapers, and through other means. They could also serve as grievance boards for student aid problems, thus furthering communication between aid officers and consumers.

● WHO IS DOING THE COMMUNICATING AND WHY?

Traditionally, information about student financial assistance has been disseminated through high school counselors or other personnel, through the mass media, through direct mailings, and, often, through direct communication with students. Frequently, those persons or agencies through whom communications flow do not understand what they are communicating. Guidance personnel often do not have the time or the training needed to master the maze of programs in the financial aid system or the ability and energy necessary to impart this understanding to students.

Occasionally the information disseminator has motivations which are in conflict with the goal of providing students complete, accurate and useful information. For example, when some institutions compete for students in the "marketplace," it is sometimes advantageous to present incomplete or misleading information to students in order to disguise potentially objectional policies, or to make the institution appear more attractive to prospective students. The full extent of this activity has not been adequately documented, but the evidence would indicate that inaccurate information about educational options is seriously detrimental to student freedom of choice.

Examples taken from the November 1974 hearings of the College Scholarship Service Student Advisory Committee in Madison, Wisconsin illustrate the problem:

> A student was denied aid becauses his dependency status changed from family-dependent to self-supporting. He was not told about the availability of Guaranteed or Federally Insured Loans and was forced to take a bank loan at 17 percent interest in order to stay in college.
>
> Several students were recruited to institutions with offers of student aid which included large portions of grant awards, only to find on enrollment that loans or employment awards had been substituted for grants.
>
> Many students who were granted student aid did not receive the actual disbursement dollars in time to pay certain institutional fees. Subsequently, the institutions charged them interest on overdue payments.
>
> Several students discovered, after taking college or university jobs gained by their own initiative, that their student aid awards were cancelled or greatly reduced. (Final Draft Report, National Task Force . . . , 1975, p. 56.

● EARLY INFORMATION ABOUT FINANCIAL AID IS CRUCIAL

Improvement of educational information dissemination must take place within the context of meeting student needs. Students need to know what sources, types, and approximate amounts of financial aid are available *early* in their high school programs. General information should be made available to them at the ninth or tenth grade level. Information should become more specific as they near graduation. Early awareness of financial aid and of other information related to postsecondary educational options is especially helpful to prospective students of low-income and minority groups.

Existing financial assistance programs must be reoriented so as to provide early information to high school students about financial aid. The federal Basic Educational Opportunity Grant Program is meant to be the basic foundation of student aid in the U.S. It can provide a grant of up to $1400 per year towards postsecondary educational costs. Other student aid is built upon this foundation to enable students to choose the school or educational program of their choice.

The BEOG program, in particular, could be used to provide early information about eligibility for student aid and about potential amounts of aid available to high school students. This could be accomplished through the creation of a "pre-BEOG" application similar in concept to the "preliminary S.A.T. test" which allows a student in the eleventh grade to

assess his/her academic eligibility. The "pre-BEOG" would allow a 9th, 10th, or 11th grade student to go through the aid application process on a trial basis in order to get an approximate idea of his or her eligibility. Such an approach would have several benefits. It would help prospective students to better assess their eligibility for financial aid; it would provide personal experience with the student aid application and processing system in advance of the "real thing;" and perhaps most importantly, it would encourage disadvantaged students to consider postsecondary education during high school by providing them with an understanding of the student aid funds available to them in the future. While there are some practical difficulties with this approach (source of funding for processing, creation of false expectations), the benefits of more rational planning by students about postsecondary education and financing would seem to justify testing this idea.

As students near high school graduation, the need for more specific information increases. Students need to know the eligibility criteria for a variety of aid programs. They need to know how and when to apply for that aid.

When students apply for any type of aid, they deserve prompt, complete, and professional responses. Minority/low-income students in particular require a prompt response because they cannot make or continue plans for postsecondary education without definite financial commitments from aid awarding agencies.

● INFORMATION NEEDS CONTINUE AFTER AID IS AWARDED

Student needs change as their financial and educational circumstances change. After beginning their education, students need ready access to professional, personal assistance to help them continue their education. In most instances, the campus aid officer has been the only source of this assistance. The recent initiation of financial assistance programs which provide aid to students at vocational/technical schools has left many aid recipients with no access to any on-campus advice.

Students need to know the conditions and terms of their student aid awards. In particular, they need to understand how different activities, such as working part-time, might affect their eligibility for subsequent awards. If their aid package contains loans, they need information about the loan terms and repayment procedures on a continuing basis. Students sometimes fail to understand that repayment of loans after graduation may seriously affect their life styles and their standard of living. A student whose first job pays $7500 per year may find $90 monthly loan payments quite burdensome. Most students who borrow large amounts of money have no conception of what the repayment terms may do to them. Campus programs and lending institutions must provide better counseling to students about these issues.

Students need to know the terms and limitations of employment awards, especially as these conditions limit the hours they may work. Students also need to know that they are entitled to obtain jobs through the federal Work/Study program which are not the most menial or irrelevant jobs available. Students particularly need to know how extra earnings from part-time or summer employment will affect the determination of their eligibility for subsequent awards.

● WRITTEN STUDENT AID CONTRACTS CAN BE EXPECTED

The actual award of student aid funds in the future will probably be based upon a type of contract between the aid provider and the student. This trend will develop as consumers begin to challenge in court the abuses that arise from the exercise of discretionary powers on the part of individual aid officers. A contract would spell out the obligations of each party relative to the award and acceptance of aid. The size of the financial transaction involved in deciding to attend a postsecondary educational institution, and the complexity of the laws and regulations governing the award of funds are the two forces pushing towards the development of formal aid contracts. While this development could further complicate an already hopelessly complicated system, potential benefits should not be ignored. These contracts would specify the rules and conditions under which aid is awarded, noting the individual financial factors; would justify the award to the individual student; and would spell the rights of the aid recipient to challenge administrative actions. For potential aid recipients, sample contracts could be used to provide information about the nature of various institutional aid arrangements. These contracts might also provide students with more security in their dealings with large and impersonal financial aid agencies, while giving aid providers a firmer contractual basis for seeking to secure loan repayments, and in detecting and preventing misuse of funds.

Improving the Information System

> *Regardless of how efficiently and effectively students are treated by student aid programs, the programs cannot be maximally efficient and effective unless they receive applications from all potentially needy students. Students cannot apply without good timely information. Students need information as well as money and service (Final Draft Report, National Task Force on Student Aid Problems,* 1975, p. 59).

While there seems to be growing recognition of the deficiencies in the current system of information dissemination about financial aid, little of practical value has been done to reach large numbers of students with vital information. The final section of this paper will attempt to outline several solutions.

● MULTIPLE AUDIENCES REQUIRE MULTIPLE APPROACHES

Any attempt to improve the financial aid information system should begin by recognizing that there are multiple "audiences" of potential students who need information. High school seniors, ethnic and racial minority groups, veterans, older women, part-time students, students who have "stopped out" and now desire to return to school, and students already enrolled in postsecondary schools are just some of the various

audiences in need of financial aid information. While overlap between these groups does occur, each group demands a different approach on the part of the information dissemination agency if maximal results are to be achieved. This conclusion would indicate that several information disseminating strategies must be pursued at the same time to accomplish the objective of providing all potential students with financial aid information.

● A COORDINATED APPROACH IS NEEDED

Federal student assistance agencies, state scholarship and loan agencies, postsecondary educational institutions, secondary schools, community organizations (churches, neighborhood groups), and benefit payment agencies such as the Veterans and Social Security Administrations, and local welfare and rehabilitation agencies should all be involved in any comprehensive system of information dissemination about student aid. Clearly the management of such a massive system of information dissemination would be critically important. The twin demands for a tailor-made approach for each of the many audiences, and the involvement of such a multitude of agencies indicate the need for coordination by individuals or groups sensitive to the various audiences, and able to take a leadership role in securing the cooperation of those agencies involved in the information dissemination system. This role might best be filled locally by state scholarship agencies or departments of education. The states have some unique advantages to bring to this role:

1. They already have their own aid programs that could benefit from better coordination of information dissemination efforts.
2. State aid agencies already have close links with the high schools of their state, and can work with them much more effectively than would be possible for the federal government or individual postsecondary schools.
3. State agencies can be more sensitive to the needs of particular ethnic groups, and to the rural vs urban needs of their state than the federal government can.
4. States would be more easily able to integrate detailed information about institutional programs and costs of attendance necessary to complement a financial aid information system.

What is being suggested here is that a joint federal-state program of information dissemination be established along guidelines similar to those of the State Student Incentive Grant Program in which federal money and matching state funds are used to provide additional state scholarships. A major information dissemination effort might be funded on a 3 to 1 basis, with the bulk of the dollar support coming from the federal government, while the states actually operate the programs in a fashion that meets the needs of their particular area.

This suggested partnership will form the basis for the following recommendations about possible information dissemination programs which would increase students' understanding of the financial aid system and how it can serve their needs.

● BEOG SHOULD DISSEMINATE INFORMATION ABOUT ALL TYPES OF FEDERAL STUDENT FINANCIAL ASSISTANCE

The federal Basic Educational Opportunity Grant Program should be required to disseminate information about all types of federal student aid programs. In 1974-75, the total BEOG appropriation amounted to $660 million. Of this amount, only about $1 million was spent on information dissemination consisting of financial aid administrator outreach training, and public service announcements. Many observers feel that the relatively feeble information dissemination effort contributed greatly to the fact that $135 million of funds appropriated for student financial assistance were *not spent* by the end of the fiscal year. In contrast, the U.S. Army recently spent approximately $3 million in advertising and outreach for its $15 million Project Ahead tuition subsidy program. (Almost everyone in the country has seen the ads with a general and the president of Purdue University in various magazines.) While the Army example might be extravagant, it indicates that BEOG information dissemination efforts could clearly be expanded. The U.S. Office of Education should develop a justification and funding proposal for an overall information dissemination system for federal student assistance programs. It may be that approximately 1 percent of total aid appropriations should be spent on a wide range of information services. This money should be included in the overall amount of administrative expenses available for the various aid programs.

Since the BEOG program is a broad-based entitlement program upon which all other financial assistance should be built, it should provide students with general information about other federal student aid programs. This task could be achieved by providing a service, perhaps in conjunction with the pre-BEOG application discussed above, in which students complete a postcard with their name, address, secondary school or educational level, and perhaps some additional characteristics, and mail it to the program. The program could then supply the student with an application, and a brochure describing other federal student aid programs. The program could periodically provide lists of students to appropriate state student aid agencies so that they might contact the potential recipient. In general, the BEOG program should strive to work with all participants in the information dissemination system to promote the maximum possible distribution of applications and information.

● DIRECT MAIL TECHNIQUES SHOULD BE USED TO DISSEMINATE FINANCIAL AID INFORMATION

Federal agencies should work with the state aid agencies involved in the Federal-State-Institutional-Student Partnership in seeing to it that *every* high school senior in the country receives an application for BEOG, either hand delivered at school or mailed directly to their home. Such a program could also be linked with efforts to disseminate information and applications for state funded programs. The effectiveness of this approach was reported in *The Chronicle of Higher Education*, (State Aid Applicants Up 150 Pct. in Minn[esota]," 7 April

1975, p. 3). In the state of Minnesota, applications for the state grant program were up 150% in one year following a direct mailing of applications for state financial aid programs to all high school seniors.

Participation by every state would guarantee coverage of one of the largest and most important audiences for student aid information. The costs of such an effort would be less burdensome if borne jointly by the federal and state governments. It has been estimated, for example, by the California State Department of Finance staff that the cost of providing every high school senior in California (over 300,000) with a newspaper style publication explaining available student aid programs and methods of application would cost approximately $55,000 if distributed directly through the high school. While this estimate did not include the actual cost of distributing BEOG forms, it was felt that such direct mailing would increase costs very little, particularly since the federal government already covered all printing costs for the BEOG application. Additionally, computerized direct mail costs have now approached a threshhold where it is possible to talk about direct mailing to the entire high school senior population in a state the size of California for under $120,000.

A major incentive for state participation in this type of joint venture would be the increased student aid funds available to their students through the BEOG program. Since the BEOG program is not awarded on a state allocation basis, it is in the financial interest of the state to ensure that the maximum number of students apply for BEOG so as to increase the amount of award dollars received. Each 416 BEOG awards granted within a state provide $250,000 in student aid, assuming an average award of $600. Since almost $135 million of appropriated BEOG money was not spent in 1974-75, it is clear that active states could realize substantial increases in student aid funds with very small investments in information dissemination efforts. This rather detailed discussion of how the BEOG information flow might be improved is just an example of how a federal-state partnership might be used to creatively deal with the problem of providing more direct information to students.

● A SIX WEEK COURSE ON OPTIONS AFTER HIGH SCHOOL WOULD IMPROVE STUDENT DECISION-MAKING

Another strategy capable of providing both short and long term benefits to students is to develop special high school courses on choosing and financing educational options after high school. This approach bridges the information gap from a consumer perspective. Such a course would improve the ability of consumers to make informed decisions about the purchase of educational services.

The course could be required or offered as an elective in much the same way that driver education or health education is now taught. The course could be divided into several sections. The first section could cover educational and employment opportunities available to the high school graduate. The second section could focus on developing personal awareness among students, and on learning to obtain information about educational alternatives. Third and fourth sections could cover the application processes for admission and financial aid, recruiting and promotional techniques used by institutions. A fifth section could utilize the experiences of former high school students as case studies of various educational and employment activities engaged in following graduation. If locally feasible, a sixth section could include brief apprenticeships with employers in the area.

● THE NEEDS OF SPECIAL COMMUNITIES SHOULD BE MET

The final recommendation concerns information needs of special communities. One hard to reach population is out of high school but interested in furthering their education. Rural communities and ethnic minorities also include prospective students that require the use of special techniques. To meet these needs many observers advocate the development of community-based counseling and advising centers that are not directly affiliated with educational institutions. (For an example of one such proposal and an excellent discussion of this topic see, *A Plan for a Pilot Educational Advisement Center in Sacramento, A Report to the California Postsecondary Education Commission*, September, 1974).

These centers could serve an area covering several counties or an urban area, depending on such factors as population size and density, available transportation, location of educational institutions, and other factors affecting access to postsecondary educational resources in the community. The primary concern of a center would be to assist various types of non-traditional prospective students to obtain postsecondary education.

Professional, paraprofessional, and peer counselors would perform counseling functions and seek to ensure widespread dissemination of information among their "audience." Counseling would help potential students identify their educational and occupational goals, and means of attaining them. Counselors could also monitor institutional recruiting and financial aid procedures.

Another way of meeting the needs of these communities would be through a six or eight week annual information dissemination campaign. This localized campaign to deliver educational information directly into the hands of prospective students would target high schools and community locations with high potential eligibility for student aid programs of all kinds. The campaign could be run like the "30 Cities Project" a training contract under the Basic Educational Opportunity Grant program using those already enrolled in special services programs. Students could cooperate with counselors by visiting high school classes and community locations during a six to eight week period each spring.

Conclusions

To summarize what has been covered in this paper, an effective financial aid information system must include the following eight characteristics:

1. It must provide early, accurate, summary information on a wide variety of postsecondary educational options to a wide variety of audiences beginning with ninth grade students and their parents.
2. The system must require institutions to disclose accur-

ate information about costs and about the nature and quality of their program offerings. It should also encourage the growth and development of public, non-profit organizations that meet consumer needs for critical evaluations of educational institutions.

3. It should seek to adequately coordinate and fund systematic efforts by federal, state, and institutional student aid agencies to encourage applications to their programs. Every student aid program should include in its budget specific funds for information dissemination efforts, and designate within the organization where responsibility lies for dissemination.

4. It should seek consumer feedback and involvement in the information dissemination process so as to stay in touch with changing the needs of prospective students.

5. It should emphasize on-going contact with student aid recipients to ensure they understand their rights and obligations under the various aid programs.

6. It should make full use of modern communications media (direct mail, computer information banks, T.V., radio) to make students and prospective students aware of financial aid programs.

7. It should seek to develop consumer education programs that prepare students to make well-informed choices about their options after high school and how to finance those choices.

8. It should recognize that there are many audiences for student aid information and each requires an approach that meets its special needs.

It is to be hoped that the emerging federal, state, institutional, student partnership in the student assistance field will apply its energies to closing the information gap. Only a joint effort can respond effectively to the varied information needs of an increasingly diverse student population.

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by Kevin Bacon

A Six Week Course for High School Students

Increasing attention has recently been given to the concept of the post high school student as a "consumer" of educational services. This trend is the result of the rapid increase in the numbers and types of students attending postsecondary education, the proliferation of institutions and programs outside of the older and more limited world of the 4 year college, the rapid growth of an increasingly complex financial aid system, and the emergence of a competitive postsecondary educational "market place."

An increasing proportion of high school graduates are declaring themselves independent at age 18, refusing the financial support and advice of their parents, and assuming personal responsibility for financing their education. Financial aid programs, particularly the federal Basic Educational Opportunity Grants program and the Guaranteed Student Loan program, are beginning to consider the student or prospective student a competent consumer of educational services, government supplied grants, and bank credit.

New educational service groups, both non-profit and profit-making, have developed to serve this new market and meet the changing educational needs of our society. Many observers have become aware of the inability of many students to successfully fulfill their role as consumers of education. The recently proposed Federal Trade Commission regulations concerning information disclosure by proprietary institutions, and the attention focused on the high default rate of the GSL program in both collegiate and vocational/technical institutions represent attempts to curtail the most flagrant abuses of the market place which are partially caused by the unsophisticated consumers.

An effective means of protecting the consumer in an increasingly competitive educational market place is to train individuals to be competent consumers, who can protect their own economic and educational interests. Consumer education, coupled with strong and vigorously enforced disclosure laws, could help make the competitive postsecondary educational market place a constructive educational force, rather than a jungle seeking only to ravage consumers in order to meet institutional appetites for funds.

What follows is a proposal for a six week high school course that is designed to give the consumer "basic training" in how to survive in the educational market place.

● PART I

Weeks 1, 2 and 3—Options or Alternatives in Postsecondary Education

Postsecondary education is here used in its broadest possible meaning, that is, all educational resources open to a student after high school, not just the institutional alternatives. Stop out, or delayed entry into educational institutions, is explicitly included as a postsecondary education option.

A. What Options Exist for Someone Leaving High School
   1. College
      a. Community College
         i) Transfer
         ii) Vocational/Technical Programs
      b. 4 Year College/University
         i) Public
         ii) Private
   2. Proprietary Training School
   3. Community Service Programs
      a. Local (i.e., California Ecology Corps)
      b. National
      c. Religious
   4. Military Service—Veterans Benefits
   5. Jobs that offer educational or training programs
   6. A year off for travel, reading, and so on
   7. Cooperative Education Program (it is separate from the college section to give it added emphasis)

8. Choosing a career(s). A capsulized version of the materials presented in *What Color Is Your Parachute?: A Practical Manual for Job-Hunters and Career-Changers* (Boles, 1972) would be a good starting point.

B. How to Find Out More About the Options Above
1. Seeking additional information (who, what, where, why, when, and how)
2. Key information you need before enrolling
3. Common fraudulent claims of educational promotion
4. How and when to apply
5. How to keep options open in the future
6. Your rights and obligations as an education consumer

C. Deciding What Is Best For *You*

This section would draw on the literature about "deciding." The goal is to give students some idea of the questions they must answer for themselves in order to make sound personal decisions. How this ties in with *testing* programs might be a subject for further development. Small group discussion, led perhaps by recent graduates of each local school, might help high school students bring out their thoughts, fears and aspirations concerning postsecondary education.

• Materials and Resources Used

In reviewing available options, students should work with college catalogues, vocational and technical school promotional literature, employment agency materials, and service recruiting materials. The emphasis should be to familiarize them with the sources and nature of the information they will actually utilize in the future. The course also makes full use of the goal setting and job/career hunting ideas presented in Richard Nelson Bolles' *What Color Is Your Parachute?* (1972). It is an excellent book with a common sense approach to coming to grips with the difficult decisions we all must face in choosing careers and jobs.

The "deciding what is best for you" part of the course could utilize the workbook approach used in the College Entrance Examination Board's *Deciding* materials (Gelatt, Varenhorst, and Carey, 1972). Various career alternatives could also be discussed. In addition, this section of the course should expose the student to several personal views on postsecondary education. Students should be encouraged to question these visitors and engage in small group dialogue with them.

• Performance Objectives

By the end of the third week, each student should have completed the following activities:

1. Reviewed the materials available in class on at least 3 different options among those listed above.
2. Written for or secured information on some postsecondary educational program or option.
3. Passed a quiz based on sample materials designed to test ability to spot common types of fraud or misinformation in literature promoting various types of career or educational options.
4. Talked with at least two different persons about their own postsecondary choices.
5. Prepared a short written or oral statement about what they have decided to do about *their own* future after high school. The paper or discussion should focus on what they chose, why they chose it, and how they are going to pursue that choice.

• PART II

Weeks 4 & 5—How To Finance Your Postsecondary Education

A. How to estimate postsecondary costs
1. Where to find cost information
2. How to prepare a personal budget
3. Examples of local students' experiences (if possible, through personal reports by recent graduates)
4. "True" financial costs (revisited): foregone income and the value of a college degree

B. Sources of financial support
1. Family help
   a. Introduction to needs analysis
   b. How does one become "independent"
2. Grants (no repayment)
   i) Basic Educational Opportunity Grants (BEOG)
   ii) Campus based Supplemental Educational Opportunity Grants (SEOG)
   iii) State scholarship programs
   iv) Local scholarships
   v) Veterans benefits
   vi) Social Security
   vii) Welfare-job training programs
3. Work/Study Options
   i) College Work Study—How to judge the number of hours you should work while in school
   ii) Cooperative Education programs
   iii) Plain old jobs—the part-time labor market
4. Loans
   i) Sources of loans
      a) National Direct Student Loan Program (NDSL)
      b) Guaranteed Student Loans (GSL)/State Loans
      c) Campus loans
      d) Bank loans
   ii) Repayment obligations and their effect on life styles and budgets
   iii) Fraudulent practices of some institutional lenders

C. Your rights and obligations as a financial aid consumer.

D. General financial aid information sources—How to find out about financial aid once you've left school

E. How and when to apply for financial aid

- **Materials and Resources Used**

It is essential that students become familiar with actual cost and financial aid materials. College catalogues, financial aid circulars, and actual financial aid application forms, including personal and family financial statements, should be reviewed to familiarize students and their parents with such documents. Additionally, there are now several excellent books and collections of articles available on how to finance postsecondary education. Examples include: *Federal Dollars for Scholars*, by Henry Toy, (1970), and *Where and How to Get Money for College* by Joyce Lain Kennedy in cooperation with the College Board (1975).

It would be very helpful if students could meet with a financial aid officer from either an institution or a statewide program to talk with someone directly involved in awarding aid funds. This would provide a chance to gain an understanding of the operation and rationale of the system, and would allow them to ask personal questions concerning student aid. Students who serve on campus financial aid advisory committees or work in aid offices could also meet with individual students.

- **Performance Objectives**

By the end of the course each student should have completed the following activities:

1. Secured and reviewed institutional cost data for the 3 options the student identified in the first part of the course.
2. Developed a personal budget and financing strategy for each of the options mentioned above. This should include, if appropriate, a discussion with parents.
3. Successfully completed, with parents' help if needed, sample financial aid applications and if appropriate, completed and filed actual applications for Basic Educational Opportunity Grants, state, or institutional aid programs.
4. Passed a quiz or series of workbook exercises covering a financial aid recipient's rights and obligations under the common loan and grant programs.

● PART III

Week 6—Trying Out What Has Just Been Learned

The final section of the course applies concepts learned in class by having students prepare actual school and financial aid applications, and by participating in role playing activities.

Consumer education projects have found it is essential for individual consumers to develop at least a minimal level of self-confidence in their newly acquired consumer skills. Without self-confidence it is unlikely that the lessons learned will be successfully applied in real life confrontations with questionable practices in the postsecondary educational marketplace.

Role playing exercises are an excellent way to provide students with experience in handling common situations. Role playing can simulate encounters with admissions officers, financial aid officers, bank loan officers, military recruiters, job counselors, and others. Students and the instructor should review completed applications for admission and financial aid where confidentiality of data allows it. This would ensure the forms were complete and accurate before they are mailed. Such a process would not only improve accuracy but also serve as a learning tool which would diagnose and remedy the most common types of application mistakes.

The goal is to give students practical, first hand experience in evaluating postsecondary educational options and implementing decisions. This experience could help build the self-confidence necessary to achieve a reasonable degree of success in pursuing one's goals.

- **Materials and Resources Used**

The role playing exercises in this section should be based on typical consumer problems. Financial aid officers, bank loan officers, recruiters, current student aid recipients, and former high school students should assist with role playing. Whenever possible, these persons should also be participants in the sessions.

- **Performance Objectives**

By the end of the course the student should have accomplished those goals set out in parts I and II above, and participated in at least two different related role playing exercises. The final week of the course can be used to complete admission and aid applications. The instructor should try to involve the least self-assured students in the class, for they are the ones most in need of image-building experiences.

● A CLOSING NOTE ABOUT DELIVERY SYSTEMS

This paper's goal was to set forth in outline form a course for high school students that would help prepare them to make educational choices after they leave high school, and provide them with some ideas on how to implement their choices. This is but one way of communicating ideas to an audience interested in postsecondary education.

The course can be "packaged" in different ways to serve different audiences. High school students are only one part of the total audience interested in postsecondary and career education in our society. A growing number of older workers, housewives, and retired people are interested in postsecondary education. They obviously need different access channels to information.

Local libraries, for example, could maintain kits of course materials available for lending to interested members of the community. Community colleges, adult education programs, and community action groups could also present these materi-

als in a compressed form, perhaps in four three-hour evening or weekend session. The original six week course was conceived as part of a normal high school class schedule with 50 or 55 minutes available per class period. More concentrated presentations of 2-4 hours per session could be more effective and require less time to cover all the materials. Public television could also serve as an effective delivery system for this information. Public television has already played a leading role in general consumer education and could play a vital role in this area through presenting a "modularized" version of these course materials.

This listing of delivery systems serves to illustrate how these materials can be adapted to meet the needs of the increasingly diverse audiences interested in educational and career planning.

Conclusions

1. These course materials should be produced on a state by state basis with the proper degree of attention to locally available postsecondary options and financial resources. Hopefully, each state will designate some agency such as the state 1202 Commission, scholarship agency, or Department of Public Education and Instruction to be responsible for preparing, disseminating and *updating* these materials annually.
2. The course emphasizes direct experience for the student to build skills and self confidence.
3. The course should utilize peer group resources such as the experiences of recent local high school students who have entered postsecondary education.
4. The teacher's course book should be in loose-leaf form to facilitate constant up-dating.
5. The student should be able to keep the course materials for future reference.
6. The course should emphasize how and where a student can find information about postsecondary education and financial aid *after* leaving high school.

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by Randy Bunn

THE INFORMATION DISSEMINATION SYSTEM IN

California

Dissemination of student financial assistance information in California is a function of a wide variety of agencies and institutions, and thereby lacks the advantages of a coordinated effort. Educational information is currently disseminated to the public at the state governmental level through designated agencies, and by the public and private postsecondary education sectors through secondary schools, community organizations and through internal admissions and financial aid programs. Information gaps occur when students fail to obtain adequate financial aid information from some or all of these agencies in a timely fashion, or in a manner which meets their needs for concrete financial information on which to base decisions about postsecondary educational options.

The source of the problem can be pinpointed in three areas: (1) the lack of a centralized agent to coordinate information dissemination; (2) the lack of comprehensive information and effective methods; and (3) the lack of trained personnel to provide the information for prospective students in need of financial assistance.

This paper describes the current status of information dissemination in California, highlighting the areas where information gaps occur, and suggesting some possible solutions which might fill the gaps. The chapter is divided into two sections: (1) current gaps in California financial aid dissemination, and (2) suggested improvements in the current information dissemination system. An appendix containing a bibliography of studies and sources is included at the end of this paper.

Information contained in this chapter was obtained from interviews with various persons connected with financial aid information dissemination. The information was gathered from as many sources as possible throughout the state, including government agencies, public and independent postsecondary educational institutions, and community oriented groups. A questionnaire was sent to each person interviewed. The questions centered around the extent and effectiveness of information dissemination programs of the agency or institution; knowledge of any masterplans of information dissemination; and suggestions for the improvement of information dissemination.

Information Dissemination

Five areas of responsibility for dissemination of financial aid information in California can be ascribed when identifying the gaps in the information dissemination system. The areas include:

a. the state government and designated agencies;
b. public postsecondary educational institutions;
c. California independent institutions and proprietary schools,
d. secondary schools;
e. community organizations.

Each of these sectors operates programs for the purpose of disseminating educational information. Nevertheless, little coordination of effort has been built into the system on an on-going basis.

● STATE GOVERNMENT

• Statutes

California state statutes contain little or no language which specifically deals with dissemination of information about fi-

nancial aid. Those persons interviewed generally felt that dissemination of information was an implied responsibility since no guidelines were mandated.

One of the few places where any guidelines are set down is in the *Education Code*. In the *Code* the California Postsecondary Education Commission is directed to be the clearinghouse of information concerning postsecondary education in California. Another section sets guidelines for certain types of advertising by educational institutions.

Without any specific guidelines mandated by law, information dissemination will continue to lack coordination. The extent of dissemination will be a matter solely at the discretion of the individual in charge of a specific segment of the financial aid information dissemination system. Legislative direction is needed in order for dissemination of information to become coordinated.

• Executive Branch

At the state level, dissemination of financial information has a low priority. No specific program or agency has responsibility. Various divisions of state government approach the dissemination of financial aid information on an agency-by-agency basis.

The agency responsible for state student financial assistance is the California State Scholarship and Loan Commission.

Created and meagerly funded in 1955, the Commission has grown so that it now operates with a budget of $41 million and provides aid to 47,000 (Boyd, 1974) students through three major programs: State Scholarship, College Opportunity Grant, and Occupational Training Grant. Dissemination of information from this office is not a prime objective. Information and applications for state programs are sent to high schools, community colleges, and community groups in the state each year. Responsibility for dissemination of information to individual students is left to the institution. Dissemination efforts vary according to the initiative of campus administrative personnel and budgetary allocations. No formal program of information dissemination is even budgeted for, although sporadic attempts at direct communication with prospective students are made. Press releases are sent to high schools, colleges, local newspapers, and radio stations announcing application procedures and deadlines for financial assistance programs. Posters, and additional information about the programs, are also included, along with applications to educational institutions in the state. Information is also provided upon individual request.

With additional state funding, and through legislative delineation of state goals and objectives for the dissemination of educational information, the Commission could more effectively advertise its programs, provide stronger direction for campus financial aid officers, and reach a greater number of non-traditional students. Such action would more clearly define the agency's role and responsibilities in dissemination of information. Financial assistance from this program is of major importance to students in California, and therefore, has a major effect on patterns of access to postsecondary education.

Another state agency with financial aid responsibilities is the California Postsecondary Education Commission. This is a new agency which grew out of the Coordinating Council for Higher Education. One of its responsibilities, described in the *Education Code*, is to compile and disseminate information about higher education in California, including financial aid information. Currently, the major dissemination efforts include answering individual requests about postsecondary education including student aid rather than originating communication or generating additional requests for information. The major reason for this lack of initiative is that the commitment in needed funding by the state legislature for a comprehensive program of information dissemination does not exist at the present time.

Recently, the Commission was assigned the task of developing and implementing a trial program of Regional Information Centers. *ACR 159* was signed into law in the 1973-74 session and directed the Commission to set up three centers in different parts of the state on an experimental basis to disseminate information on postsecondary education. Part of the center's responsibilities would include disseminating financial aid information to regional communities. The program is now being designed, and is funded for the 1975-76 fiscal year.

A bill (Assembly Bill 1031—Vasconcellos 1975) was introduced into the Legislature in February of 1975 which would reorganize the State Scholarship and Loan Commission, changing its name to the Student Aid Commission. The bill provides for the streamlining of the application procedures into one CAL Grant program. Currently there are forms for each type of aid. These applications would be combined into a single form. This change would simplify the program for students' benefit by making it easier to learn about specific financial assistance programs for which he or she might qualify. The bill also specifies that the Commission will be disseminating information and appropriates $6 per grant for the purpose of disseminating information. The passage of this bill would provide legislative direction to the problems of coordinating information dissemination efforts. Unfortunately the bill only deals with state programs, however, and would still not achieve the objective of effective coordination with other programs in the state.

● POSTSECONDARY INSTITUTIONS

• Public

The public institutions of higher education in California play a critical role in the state system of information dissemination about financial aid, especially through their contacts with prospective students in the secondary schools. It is here that a major information gap exists. The public postsecondary education system in California is divided into three segments, each designed to serve differing clientele. These three segments consist of the University of California, the California State University and Colleges, and the California Community Colleges. This division has contributed to the gap in information which secondary students encounter. These three segments lack the coordination needed to provide simple, comprehensive financial aid information for higher education in the state to meet the needs of all of the students who need it.

University of California—The University of California is a nine-campus system with an enrollment of approximately 110,000 students. Three offices coordinate the dissemination of financial aid information: Relations With Schools, Campus Financial Aids, and the Educational Opportunity Program. Within the UC system, the dissemination of information is

coordinated by the University Administration located at the Berkeley campus.

The Office of Relations With Schools includes financial aid information in their admissions applications and in descriptive pamphlets about the University which are distributed to all California high schools and give presentations about the University which include financial aid information. This means of information dissemination is also used at the campus level for high schools and community colleges in the prescribed area. The Office also publishes a monthly newsletter for high school counselors which updates any financial aid procedures or information. Representatives also attend counselor conferences and sponsor workshops which provide current admissions and financial aid information. A regular schedule of visits to feeder schools and schools with high ethnic concentrations is maintained. Each school is visited at least every third year.

To assist the Office with information dissemination, Alumni Association members also visit high schools and meet with individual students. Association members are organized in committees located around the state and are regularly provided with necessary information about student financial assistance.

Press releases about financial aid deadlines and types of programs are also included in the "U.C. Clip Sheet," (Public Affairs Office, 1975) a news sheet which is sent to all campus news newspapers, and to individuals and offices on a comprehensive mailing list.

The Financial Aids office of the University is actually a part of the Office of Relations with Schools. The role of dissemination of information from this office, however, is handled largely at the individual campus level. Whereas the Relations With Schools office handles external information dissemination, the financial aids offices concentrate their efforts on internal dissemination of information. Various methods are used to contact continuing students at the individual campuses.

At the Davis campus a variety of methods are used to disseminate information on financial aid. In addition to the University-wide pamphlets, each campus publishes its own pamphlets which are distributed around the school and through the mail. Advertisements are placed in the campus and local press. Group workshops are held to inform students about available financial aid and how to apply for various types. Students may also call a hotline number to ask a question, to obtain help with a problem concerning financial aid, or to offer suggestions. Hotline staff persons answer the question immediately or promise a response within 48 hours. Finally, student interns are trained in financial aid procedures and programs for work in various campus programs including ethnic centers, graduate schools, and undergraduate academic departments. The two to four week training period is mandatory for new employees. During this time, they become familiar with all aspects of the financial aid program.

At the Los Angeles campus, similar information dissemination efforts for continuing students are made. In addition, a quarterly news sheet is distributed to current aid recipients. A student had also been hired to walk around the campus wearing a sandwich board containing information about financial aid. This approach was tried on a trial basis, and will be expanded next year. The financial aid office is open at night and on weekends, and is staffed with a person to answer questions and provide financial aid information. The office is located in the administration building in a central location, and is thus easily accessible to students.

A financial aids task force was begun by students at UCLA. The project will assume responsibility for getting information about the various programs, deadlines dates, and eligibility requirements out to students. A series of seminars will also be sponsored in the fall and spring quarters each year by the task force for the purpose of familiarizing students with financial aid programs and procedures.

The third office of the University which disseminates information is the Educational Opportunity Program. The program began in response to federal guidelines on educational opportunity in 1964. The purpose of the program is to provide special recruiting, grants, tutoring, and counseling for selected low-income disadvantaged students. Campus officers attempt to identify students with promise through various methods. They frequently recruit students by visiting various high schools with high concentrations of low-income persons. The officers try to promote the value of higher education and to encourage them to attend the University. Officers provide these prospective students with adequate information and assistance in applying for financial aid. Their parents are also contacted and encouraged to send their child to the University. Once these students arrive at the University, they are provided with adequate services to aid their adjustment and academic performance.

The E.O.C. program has recently been under review. Five task forces have been set up to identify any barriers which might preclude under-represented segments of the population from attending the University. One of the task forces is working solely in the area of student financial assistance, and is expected to issue its report by June, 1975.

The information gap in the University's program does not result from lack of information. Rather, the gap exists in getting the information to the student who may not be "earmarked" as University clientele. For the exceptionally bright student who has planned to attend the University, there is no information gap. The student either already knows the procedures for applying for financial aid or is provided with that information by the high school counselor who knows the student as a result of his or her superior academic performance. For the student who would otherwise qualify for the University but is not 'earmarked' as University material, the information is not as easily accessible. Unless that student knows what he or she is looking for or how to find it, the financial aid system becomes a 'jungle.' The gap is even wider for the disadvantaged student who has grown up with the notion that financial aid is only for the brightest students.

It is good that the University coordinates its programs and the dissemination of its information. It is unfortunate, however, that the information is not disseminated in such a way that it could reach all the students whom it might benefit.

California State University and Colleges—The State University and Colleges were organized as a system fifteen years ago, and currently comprise nineteen campuses with an enrollment of approximately 300,000 students. Like the University of California, the system has a central office which is located in Los Angeles, and follows similar procedures for dissemination of financial aid information.

As with the University of California, the information gap in the State University and Colleges system results from its failure to get financial aid information to certain groups of prospective students rather than in its lack of information.

The central office of the system disseminates a pamphlet which is distributed to high schools and junior colleges in the state. A million copies were printed including an application for admission and for financial aid. The application is uniform,

though not centralized, as it is submitted to the individual campuses. A general information pamphlet which includes financial aid program descriptions and procedures is also distributed by the office. 200,000 copies of this introductory pamphlet were printed and distributed in 1974-75.

Staff persons from the office attend College Nights at high schools and junior colleges to distribute the information. It is estimated that approximately 10,000 students annually are contacted in group settings such as these.

A special program has been initiated at the Fullerton campus in which prospective students visit the school. Previously enrolled students act as tour guides, and provide a student perspective on college life and procedures. The prospective students are informed about application procedures for the college financial aid programs during the visit.

In addition to administering the programs, campus financial aid offices distribute information to local schools, and to continuing students about the campus financial assistance programs. A major recruitment effort is made at this level for students who qualify for the Educational Opportunity Program. High schools are visited and efforts are made to contact parents and community groups. Students are also involved in the recruiting of prospective students for this program.

High school and junior college counselors are trained through the system office. Seven conferences are sponsored throughout the year to keep counselors informed about the latest changes in financial aid procedures. The major objective of the conferences is to give counselors accurate information so that they can relay it to the students effectively. Counselors are also kept informed through the *Counselor's Digest*, (Office of the Chancellor, 1975) a newsletter from the Chancellor's office which includes the latest changes and deadline reminders about financial aid.

Extensive training programs are also maintained for campus personnel. Two system-wide meetings are held with financial aid directors annually at which campus chancellors and various other resource persons are brought together to provide information on a variety of topics. Additionally, there are Regional meetings held on a more informal basis. The Trustee's office recently released a manual on policies and procedures for financial aid directors that was distributed to the campus offices. Unfortunately, the manual contains only two paragraphs on information dissemination methods. It fails to establish or even recommend a detailed approach to such information dissemination about financial aid.

The major problem encountered is the inability of the financial aid office to overcome attitudes of students and parents who think college and financial aid are not available for them. The additional channels of pamphlets, posters and college nights fail to reach the student who holds the attitude that there are inherent barriers in attending and financing postsecondary educational institutions. A lack of individual contact from high school counselors keeps students from seeking out information about postsecondary education, and from developing the confidence to plan for a postsecondary education.

California Community Colleges–California's community colleges enroll more than a million students, many on a part-time basis. There are 101 campuses throughout the state. These colleges are local two year institutions, and charge no tuition. Financial aid is offered to cover the costs of books and living expenses based on demonstrated financial need.

The central office of the community college system is located in Sacramento. This office funds the Extended Opportunity Programs and Services (EOPS), a program for students who could not otherwise afford to attend college. The program is state-funded; individual programs are operated on each. Renewal of funds is based on the recruitment of prospective students from the community. A newspaper, "Bridge the Gap," (Extended Opportunity Programs and Services, 1975) is published to disseminate information about this program. Regular workshops are held for the directors at the campus level.

On the campus level, the financial aid officers place brochures describing available types of financial aid around the campus. Additionally, the EOPS office undertakes specialized recruiting efforts for minority and low-income students. They try to utiiize a variety of outlets in the community to attract prospective students who might not otherwise be able to attend.

Once again, however, an information gap results from failure to reach the student who feels financial aid is not available for him or her. The high school student is often confused by the variety of aid programs in the state, and often fails to follow the deadline dates and application procedures. Furthermore, the student is often misled into thinking that free tuition implies there will be no cost incurred in attending a community college. Individual attention should be given to students for the purpose of explaining the costs involved and available aid programs. Since financial aid is often not available to the students who fail to apply for BEOG grants, students need to be informed about the importance of this program before the application deadline expires.

In summary, the information gap results from the failure of public postsecondary schools in California to place needed information in the hands of those types of students who need it most. Those students need financial assistance and could benefit from a college education. They are often unaware of the sources of aid or may be falsely convinced they would not be eligible for aid. In addition, all types of institutions and agencies produce an array of applications, deadlines, programs, forms, and so on. Since each component of the higher education system has some responsibility for the dissemination of information, a lack of coordination results. No centralized place exists where information about financial aid in California can be found in a comprehensive yet concise form. Available information usually describes the sources of financial assistance at a particular school. Little effort is made to coordinate this information with other programs or with the state or federal government.

● INDEPENDENT INSTITUTIONS

A wide variety of private postsecondary schools are located in California. The range includes relatively large universities, beauty colleges, small liberal arts colleges, and secretarial schools. These schools also disseminate information about financial aid to further complicate the maze. This section will describe the way in which information is disseminated from private universities and colleges, and from proprietary schools.

• Independent California Colleges and Universities

Privat colleges and universities disseminate financial aid

information at each individual campus, and through an organization of private institutions.

Each campus has a financial aid office which has its own methods of disseminating information about the college and about available financial assistance. This is an important function since most private institutions are much more expensive than public colleges, and most students must receive some form of financial aid. The extent to which major recruitment efforts take place depends on the defined geographical market of the school. Stanford University, Mills College, Occidental College, and California Institute of Technology all maintain a national student body. Other less well known schools such as Pacific College and LaVerne College tend to have more localized populations. Subsequently, information is disseminated on a different scale.

The larger schools send representatives to high schools throughout the country which are likely to have qualified prospective students or have consistently sent qualified students. Efforts to attract minorities also play a large part in recruitment.

At the smaller schools, more localized efforts to recruit students are made. Representatives visit local high schools and encourage students to apply for admission. They also utilize mailing lists of students in the immediate area. Additionally, brochures, applications, and catalogues are sent to all those who request such information. Efforts are also made to encourage students to apply for the BEOG and California State Scholarships.

A statewide organization of fully accredited four year colleges and universities was established in 1955. It is called the Association of Independent California Colleges and Universities and has 54 member institutions. The main office is located in Los Angeles and is administered by an executive director under the guidance of a 15 member Executive Committee.

The purpose of the Association is to ensure the strength and effectiveness of California's independent colleges and universities. It therefore acts as a lobby to promote federal and state student assistance programs, to provide administrative support services for member institutions, and to support campus public affairs and public relations programs.

The Association prints pamphlets which contain information on all of the member independent colleges and universities. These pamphlets are distributed to high schools and junior colleges in the state. The pamphlets contain cards which may be returned for additional information about a particular school. Names are compiled in a mailing list and sent to member schools. Books are mailed to 1,365 high schools in California and 1,160 high schools outside of California.

Mailing lists are purchased by member institutions from the College Entrance Examination Board. These lists are compiled from school preferences indicated by students who filled out a questionnaire when they took their Scholastic Aptitude Test. Colleges can order lists of student names according to GPA, SAT scores, geographical areas, academic interests, and so on. The service costs approximately $200 and $.05 per label. AICCU buys lists of California students with GPA's greater than 2.7 and combined SAT scores over 1000. Informational materials are then sent to about 10,000 students. 80% of these prospective students request further information.

AICCU also uses free radio spots to tell listeners where to obtain information about independent colleges and universities, and about available student financial assistance.

• Proprietary Schools

Numerous schools in California specialize in types of vocational training, including secretarial, beauty, automotive, paramedical, and so on. Many students attending these schools are eligible for financial aid. Thus, these schools also disseminate financial assistance information to prospective students.

Information is frequently disseminated through the advertising media. Ads are placed in local newspapers, the Yellow Pages, on television and radio, and are disseminated through mass mailing. The ads usually include the statement that the institution is an "eligible member in the Federally Insured Student Loan Program."

Information is also disseminated to groups at local high schools. The staff at the schools explain the programs and the various types of financial assistance available. The school's catalogues and brochures usually mention that tuition assistance is available, and that the student should contact the school administrative officer. Financial aid applications are provided for the BEOG (Basic Educational Opportunity Grant), NDSL (National Direct Student Loan), GSL (Guaranteed Student Loan), OTG (Occupational Training Grants from the California State Scholarship and Loan Commission), and PCS (Parents Confidential Statement) forms. High school students are recruited in small groups, by individual appointment, in classroom settings, or at College or Career Days.

The National Association of Trade and Technical Schools and the California Association of Paramedical Schools provide the only centrally organized information dissemination. These organizations send mailings to high school counselors about member schools containing appropriate financial aid information.

In this section on postsecondary education, the information gap results from the selective efforts at recruitment on the part of independent universities and colleges and proprietary schools. Independent schools get lists of student names, or approach students in a manner which is not very comprehensive. Students who have not been targeted by private institutions receive little or no direct information of any kind. Additionally, the private sector does not coordinate information dissemination efforts. This results in additional confusion for prospective students.

● SECONDARY SCHOOLS

Prospective students experience major problems obtaining adequate information in the secondary schools. A third area of problems in educational information dissemination centers on the lack of trained personnel to provide information to the student in need of financial assistance.

The organization of most high schools in California places counselors in the major advisory role for students wishing to attend postsecondary educational institutions. A common concern expressed by most of those interviewed was that high school counselors largely contributed to the information gap affecting students. Many felt that high school counselors lack the time, expertise and objectivity to properly advise prospective students.

The work load of a high school counselor is very heavy. The counselor is charged with the responsibility of advising several hundred students on all types of problems, including postsecondary education and financial aid. In addition, the

counselor is frequently responsible for many administrative duties which detract from counseling time. The individual attention of a counselor is, thus, not available for any but the most aggressive, bright students, leaving those students who need encouragement most without the assistance they need.

The lack of specialization and expertise in postsecondary educational counseling also reduces the counselor's effectiveness. Most counseling staffs do not have a single counselor designated for financial aid or postsecondary education. As a result, high school counselors frequently find it difficult to keep up on all the recent guidelines and programs. More training in this area is needed as student financial assistance programs become increasingly more complicated.

Counselors often are not very objective in their dealings with prospective postsecondary students. Information about scholarship programs and aid tends to be given to the bright and aggressive students with whom the counselor is familiar. The counselor often presumes a student will not apply to college or would not qualify for financial aid and fails to inform the students of programs. This selectivity is the counselor's method of screening out students and creating an information gap for them.

Thus the information gap results here from the lack of trained personnel in the secondary schools able to provide adequate counseling to students desiring information about academic programs and financial aid. Most prospective students need some explanation to supplement materials describing financial assistance programs. Individual personalized assistance is indispensible.

● COMMUNITY ORGANIZATIONS

Community organizations are a facet of information dissemination which is separate from institutional financial aid efforts. The programs which deal with financial aid information dissemination were formed to help fill a gap in the system. Many focus on the needs of low-income and minority students.

Talent Search is largely a community-based program, funded by the federal government and administered through the Department of HEW. Talent Search was authorized under the Higher Education Act of 1965 (Title IV, Section 408, Higher Education Act of 1965, as amended). Its purpose is to:

1. Identify qualified youths of financial or cultural need with potential for postsecondary educational training and encourage them to complete secondary training.
2. Publicize existing forms of student financial aid.
3. Encourage secondary school or college drop-outs of demonstrated aptitude to re-enter educational programs, including postsecondary programs.

There are ten Talent Search Centers in California. They attempt to gather information on prospective students and available postsecondary education programs, to assist institutions in disseminating information to a target population, and to coordinate follow-up activities. At the heart of the program are work/study students who act as counselor aids or as assistants to the staff. The aids work in the high schools, ethnic communities, Indian Reservations, and in the office. They encourage students to find out about going to college, and assist them in doing so.

Activities of the program include: information workshops at the high schools to provide encouragement to students; College Motivation Days in which students actually visit a college campus and speak to faculty and students, and van trips to local Reservations to explain the program to Native American students.

The League of United Latin American Citizens Education Service Center is also a community-based organization located in the Mission District of San Francisco. It is part of a national program to place more Chicano and Latin people into colleges and universities in the country. The L.U.L.A.C. Education Center has the following objectives:

1. Information dissemination on how to enter colleges and universities.
2. Counseling and advising on educational curriculum and career planning.
3. Financial aid information and how to acquire it.
4. Extensive recruitment and follow-up on applications.
5. Research into new data, programs and legislation that may affect Latin American citizens.

The center uses public service announcements on television, radio, and in local newspapers to advertise the Center and financial aid opportunities. Flyers are also distributed to local high school students explaining educational opportunities. Community organizations are contacted to help disseminate educational information and to recruit students into college. Staff persons attend meetings of local residence groups and community service organizations to make presentations. They also station themselves outside stores which are frequented by prospective students and pass out informational leaflets.

Other organizations also disseminate information about financial aid. For example, the American Legion publishes a pamphlet, "Need A Lift?" (Americanism and Children and Youth Division, 1974) which discusses financial aid sources. These community organizations attempt to fill a gap in information which currently exists. The gaps continue to exist, however, despite these efforts. They are only piecemeal attempts and lack adequate coordination with the state, and public and private school financial aid dissemination efforts. These groups do provide information but they lack a centralized approach, coordinated efforts and comprehensive information to reach all types of students.

Suggested Improvements

Various suggestions have been made to improve the flow of information to prospective students. They fall into three main categories: (1) centralization and coordination of information dissemination; (2) effective information and means for its dissemination; (3) qualified personnel to provide assistance for prospective postsecondary students.

1. Centralization and coordination could be provided with

the establishment of a single agent to be responsible for information dissemination. A state agency should be mandated to lead in efforts to disseminate simple, comprehensive information to prospective postsecondary students. This would require additional funding from the Legislature. More funding could also come from the federal government. Currently only 3% of SEOG funds are designated for administrative costs. This amount should be increased to provide for more adequate information dissemination.

The state agency could be responsible for conducting a study on the best ways to disseminate information to reach various student populations. Information specialists could be employed to aid in defining methods to fill information gaps. They could coordinate innovative approaches to information dissemination by becoming a clearinghouse on information techniques. They could issue a manual or masterplan by which information could be disseminated.

Information could also be produced by the state agency and disseminated to colleges, secondary schools, and community organizations. A simple book describing all the programs available, and including applications where possible, could be sent to all high school seniors. This could be done through a system of regional information centers like the ones currently being developed in California. A toll free hotline number could also be publicized from which students could obtain accurate information about financial aid.

A state agency would be able to assist the public sectors of postsecondary education, and private schools which requested assistance. Coordination of information dissemination efforts would help to eliminate the financial aid "jungle." All types of students could be targeted for postsecondary education instead of just selected segments.

2. More effective information and more effective information dissemination methods should be developed. Uniform advertising packets could be sent to schools. These packets should include posters, press releases, leaflets, pamphlets, and so on. This would help alleviate the problem of overlap and insufficient advertising. More extensive use could be made of the media. More public service time could be obtained if it were backed by a state agency. The media also reaches many of the non-traditional prospective students who are not reached by traditional school advertising. Information could also be placed in various places around the communities, including shopping centers, libraries, and public buildings. Mobile units could be more extensively used to get information out to communities where information could not be disseminated without personal contact. Information could also be printed in more specialized ethnic terms. Not just in languages other than English, but in terms which might be more relevant to various types of minorities.

3. More counselors qualified to advise students in obtaining financial aid would also help the flow of information. Since counselors are charged with the responsibility of advising students they should be competent in an area which is becoming increasingly more complex, but which is of increasing usefulness to prospective postsecondary students. Therefore, more training in student financial assistance programs should be required of counselors. This could be accomplished through more workshops covering other than just specialized areas like the BEOG program. These workshops should cover federal, state, institutional, and private sources of financial aid and their appropriate application procedures. Counselors could also be more effective if they specialized, and if specific counselors were placed in charge of financial aid and postsecondary education information dissemination. If such counselors were relieved of other duties, students desiring information on financial aid could be more adequately served. It would also be useful to have the same counselors remain in such a position to maintain a sense of continuity. This would also improve the quality of advice available to students about postsecondary educational options.

Conclusions

In conclusion, student financial assistance information in California is currently disseminated by a variety of sources: state government, public and private postsecondary institutions, secondary schools, and community organizations. There is no centralized coordination of efforts for such information dissemination. Consequently, students fail to receive adequate information for educational decision-making.

No simple yet comprehensive description of student financial assistance programs or a system for information dissemination currently exist. Many prospective students are missed by current information dissemination efforts. The lack of easily accessible information leaves many students who might need financial assistance to finance their postsecondary education unaware that such programs exist or are available for their use.

Finally, there is a lack of trained personnel in the secondary schools who can provide adequate counseling or information about financial aid. The lack of counselor continuity and specialization prevents counselors from gaining an expertise in this complex area. The result is that secondary students fail to get qualified assistance from one of the most important segments of the information dissemination system.

The dissemination of adequate financial aid information must become a clearly defined priority. With coordination through a centralized approach, the quality of information and its dissemination will improve. With a government commitment to the improvement of information dissemination, counselors can become more informed and information will be more easily accessible to those who are in need of financial aid.

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by Valerie McIntyre

THE INFORMATION DISSEMINATION SYSTEM IN

OREGON

This paper will describe the major agencies and organizations responsible for the dissemination of information about postsecondary options in Oregon.

Portions of this report are based on a 1966 study, "Education Beyond the High School—A Projection for Oregon," (Oregon State Board of Higher Education, 1966.) which outlines the objectives for postsecondary education first adopted by the Oregon State Board of Higher Education in 1964.

The Oregon State Scholarship Commission's Uniform Application Process, the High School Visitation Programs, and the Career Information System (CIS)—are Oregon's attempt to assure that persons are not denied access to postsecondary training and educational opportunities due to a lack of information regarding these options.

In 1955, the Education Coordinating Council (the designated 1202 Commission in Oregon) appointed a committee to develop a Master Plan for education beyond the high school. The committee recognized that the effective transition of people from secondary educational activities to postsecondary education and training activities requires at least three factors: (1) a matching of students' postsecondary objectives with their interests, abilities and aptitudes; (2) a matching of students with postsecondary educational or training opportunities so they enroll in those programs which best serve their interests, abilities and objectives; (3) and an effective program in the postsecondary institution to assist the student in the acclimatization process.

The committee suggests that reasons for the numerous mismatches include:

1. A persistent unwillingness of students and their parents to face the facts concerning the student's abilities and aptitudes;

2. A specious value placed by students and their parents upon a strictly liberal arts education as having a universal value which it does not possess;

3. Sheer ignorance - ignorance of the student's abilities and aptitudes, ignorance of the wide range of post-high school educational and training opportunities from which the student may select a post-high school program, ignorance of the opportunities for rewarding service and the attainment of a substantial measure of economic security in non-academic areas of activity;

4. Failure of the state and community to provide a sufficient range of post-high school educational and training opportunities to meet the diverse aptitudes, interests and objectives that must be served if post-high school education is to become as effectively available as proposed in the 1966 study.

Matching individual objectives to appropriate postsecondary opportunities—whether these opportunities be in the form of work, military or other service, or further postsecondary education and training—is a primary function of the high school guidance services.

● HIGH SCHOOL AND COLLEGE LIASON

Three agencies in Oregon promote liaison between colleges and high schools: the Oregon High School-College Relations Council, the Office of High School Relations and the Pacific Northwest Association of College Admissions Counselors.

• Oregon High School - College Relations Council

The aims and objectives of the Oregon High School-College Relations Council are to: (1) provide leadership in orienting the public to the differences in students and the diversity of opportunities available to them; (2) to assist high school counselors in providing the guidance

necessary to enable students to enter and realize success in college; (3) to insure meaningful experiences when college representatives visit high schools and when high school students visit colleges; (4) to initiate continuing and comprehensive studies concerning high school and college students; and (5) to otherwise assist in the improvement of the liaison between high schools and colleges.

Regular action of the Council is reported in the Newsletter *Counseling for College* (Office of High School Relations, irregular).

The Council includes about 60 representatives from all two year, four year, public and non-public colleges and universities in Oregon, and school personnel selected from administrative and counselor organizations. Through a variety of standing committees (constitution and policy, admissions, student contacts, student financial aids, public liaison, continuing studies, and advanced placement) the council investigates the interrelationships between high schools and colleges and proposes policy recommendations to ease the transition of students from high school into college. However, severe limitations in staff time prevent the type of in-depth professional assistance that the Council should provide. Projects and activities are sometimes slow in getting started and completed late. Because the Council is voluntary, it is only as effective as the participants make it.

- Office of High School Relations

This office has been established within the Chancellor's Office of the Oregon State System of Higher Education to coordinate the high school/college activities of the four-year public institutions of higher learning.

Responsibilities of this office include: (1) coordination of the state system visitations to Oregon high schools; (2) coordination of services for special students (minorities, disadvantaged, ex-felons, etc); (3) preparation of system-wide information and publications, and distribution of the standard application for admission forms; (4) representation of the state system in state, regional and national high school-college related associations; (5) preparation of studies of postsecondary plans of seniors; (6) information and clearinghouse services; and (7) provision of assistance in activities related to high school-college articulation.

The current budget for this office is $98,401. Visiting college representatives work with high school personnel within the strictures of organizational and administrative pressures in the schools; and also the time, staff and financial limitations of colleges.

Use of television and radio to reach parents of prospective students has been limited. A five-minute weekly comment about college counseling has been presented on the "Specially for Women" program. Several short television panels have also been presented.

Cassette tapes are now used to supplement the counseling program. They are made available free to Oregon high schools. The tape series covers presentations on the seven state campuses, relating information on financial aid, special programs, and admission requirements, and costs. Counselors utilize the tapes during their visits and the tapes are also available for individual student use.

Slide presentations with audio or written narrations on the state system institutions have been initiated. Not many high schools have been utilizing this resource. The 68 slides include a brief introduction of each campus, campus life, admissions cost and requirements, and financial aid procedures. The slide presentation is on a loan basis and is available upon request from the Office of High School Relations.

The main publication of the Office of High School Relations is the pamphlet entitled *It's Your Decision* (Office of High School Relations, 1974.) This book presents information on the various colleges and universities in Oregon. It has sections on educational decision-making, financial aid information, admission requirements, costs of attendance, housing, and additional information for the transfer student. This book is made available through the high school counselor or through the Office of High School Relations by checking the appropriate box on a post-secondary survey form, or by writing directly to the Office of High School Relations.

Another publication is the "Fact Sheet" (Oregon State System of Higher Education, yearly.) which answers frequently asked questions concerning college. The Fact Sheet is mailed to all high schools in August along with the Post High School Plans Survey and is also available in the counselor's office. A newsletter mailed to counselors throughout the state, called *Counseling for College*, is published several times a year giving the counselors updated information on colleges and universities. The guide for high school visitation conferences is called *Counseling for College in Oregon: A Guide for Counselors* (Office of High School Relations, 1974-75.) This publication is made available to the counselors and services as a reference tool for counseling in high school.

Mapping Your Education (A Cooperative Project of the High Schools and Collegiate Institutions of Oregon and Washington, 1974.) is a cooperative effort by public and independent colleges of Oregon and Washington. Published annually, it contains a discussion of the importance of seeking postsecondary education, the preparation necessary for admission to institutions of high education in Oregon and Washington, and detailed information concerning each of the cooperating public and independent colleges and universities. *Mapping Your Education*, with a circulation of 20,000 copies, is heavily used by high school counselors in advising groups of students about educational opportunities.

Counseling for College Workshops—Annual college counseling workshops are conducted at seventeen location around the state. High school representatives are invited to learn about the services available through the Office of High School Relations, the State Scholarship Commission, and The Pacific Northwest Independent Colleges Conference of Admissions Officers. The main purpose is to advise counselors of changing admission requirements and of procedures for applying for state scholarships. Career Information System Specialists help the counselors become familiar with non-college/university educational opportunities and training programs.

BOOST I.D. Program—Bettering Oregon's Opportunity for Saving Talent—This program is hosted by the Office of High School Relations, in conjunction with HEW's Office

of Education. BOOST I.D. identified qualified youths with financial need who have potential for postsecondary educational training, and encourages them to complete secondary school and to pursue this training. The program also publicizes existing forms of student financial aid; encourages secondary school or college drop-outs of demonstrated aptitude to re-enter educational programs, to insure, through direct one-to-one counseling, that each student enrolls in the program which best meets his or her needs, abilities, and desires. The major eligibility criteria is that the student have a desire to gain some level of education beyond his or her present level and that he or she could not do so without the special assistance that BOOST can provide. Unfortunately BOOST efforts are restricted to the Portland area with only limited contact, usually by mail, with the rest of the state.

The BOOST Program provides information on postsecondary options, admissions, financial aid and special programs, and assists students in choosing among the options. It can assist in completion of all forms (including the Parents Confidential Statement). It can provide students with SAT fee waiver and gain admission fee and housing fee deferments at most Oregon institutions. In exceptional cases it can "hand compute" the PCS to save that fee. The BOOST staff can assist counselors and agency personnel in holding parent meetings, financial aid workshops and regularly scheduled in-school sessions with low-income youth.

Post High School Studies—The state system office of high school relations conducts three continuing studies of Oregon's high school graduating classes: (1) a study of the anticipated post-high school activities of the graduating seniors in the public and independent high schools in Oregon, (2) a follow-up study of a randomly selected 10 percent of the graduating classes of the high schools to determine what students were actually doing in the September following graduating, (3) a September study of the top 10 percent of the graduating class from each of Oregon's high schools to determine what activity they are involved in following graduation from high school.

The Educational Coordinating Council processes these surveys and the results are shared with schools, colleges and agencies throughout the state for use in planning for educational facilities, in providing and revising counseling services and in evaluating the effectiveness of the preparation of students in planning for post-high school education or training. The State Scholarship Commission is currently using this information in developing programs necessary to meet the financial aid needs of Oregon high school graduates and in formulating budget requests to fund the programs.

• Pacific Northwest Association of College Admissions Officers

A regional branch of the National Association of College Admissions Counselors was organized in 1965 to provide a forum in which school and college personnel involved in counseling at colleges in the Northwest could collectively review current trends in the field, seek mutually acceptable approaches to identified problems, and develop lines of communication.

Current membership includes approximately 150 persons.

• Other High School Counselor Programs

The individual state system colleges and universities conduct various special programs for high school counselors. Most of the state system institutions, for example, annually conduct counselor training sessions on campus. These meetings provide high school counselors with a means of collecting current information concerning admissions and other policies. The program also provides a means by which the high school counselor may learn how former students made the transition into college, and what might have been done in high school or college to have made the high school to college transition easier.

The independent colleges and universities also rely heavily on high school counselors. They have several kinds of programs designed to keep high school counselors informed about developments in the independent institutions. Counselor dinners are sponsored by the Pacific Northwest Colleges in various regions of Oregon and Washington and on the several separate campuses. Counselor workshops, college guidance meetings, and incidental counselor sessions are also held by the independent institutions.

● VISITATION PROGRAMS

• Public and Independent Colleges

Public and independent college representatives visit all of Oregon's high schools. The high school visitation program of the State System of Higher Education institutions is more extensive than that of the independent colleges and universities.

• Oregon State System of Higher Education

Representatives of the Oregon State System of Higher Education visit high schools annually in a visitation program sponsored by the Office of High School Relations.

All high schools in Oregon are visited by a team consisting of a representative of the state system office of high school relations, who serves as team captain, and representatives of the University of Oregon, Oregon State University, Oregon Technical Institute, and the nearest regional college.

These visitations consist of a general presentation by the "team captain" to the entire student body, or to members of a specific class (i.e., senior class, junior class, etc.) as the high school principal wishes, following which institutional representatives meet for discussion with small groups of students interested in learning more about the programs available in the respective institutions.

There is general approval of session content, but it has been suggested that representatives give more coverage to specific topic areas. Also, many students felt that they had not been fully informed before the visit about how they might receive maximum benefit from the program. Although it was apparent that most felt that the fall semester is the most appropriate time of the year for a visit, many expressed a desire for additional visits during the year.

• Community Colleges

The publication *Your Education,* (Oregon State Department of Education, 1974.) includes information concerning the community colleges in Oregon. The state system visitation teams invite the community colleges to have representatives participate in the visitation in those high schools lying within the educational district of the community colleges, whenever the high school principal desires a combined visitation. The high school principal and the community colleges however, frequently prefer to have the community college visitation separately.

• Independent Colleges and Universities

The program of high school visitation carried on by the independent colleges and universities is more selective and less general than that of the state system. Many of the independent colleges, for example, visit selected high schools in Washington and neighboring states, in addition to which they make selective contacts with students throughout the nation.

• Other Visitations

In addition to regular high school visitations, several other recruiting methods are used. Although limited by a lack of funds, the state system office of high school relations supplies speakers to address junior high school groups. Special emphasis is given to the need for early planning in high school to meet college admissions and financial requirements.

Whenever interest is manifest, the high school visitation teams meet with parents in the evening to discuss college and university opportunities.

● COLLEGE RECRUITMENT EFFORTS

• State System Schools

In a December 1974 interview, the Admissions Director at the University of Oregon described two of their major programs.

University of Oregon Preview—The University of Oregon has an annual on-campus visitation program in early February, held for prospective undergraduate students and their parents, as well as possible community college transfer students. Special interest seminars include: Admissions, Financial Aid, Educational Opportunity Services (a program designed to meet the special needs of educationally and economically disadvantaged students), Academic Advising, Honors College, ROTC, Career Planning and Placement, Health Services and Student Insurance, Special Services, Student Government, Student Publications, Club Sports, Intercollegiate Athletics, the International Education Center (international education opportunities, travel information and employment abroad) and the Outdoor Program.

Information regarding the University of Oregon Preview is disseminated through news releases, radio and television announcements, posters mailed to all the Oregon night schools and community college and flyers are mailed to those students who indicated interest in attending the University of Oregon by ranking that school as one of three top choices on the Oregon State System of High School Relations Survey.

The University of Oregon's Admissions Office is constantly updating their information in booklets, flyers, pamphlets, etc., in response to frequently asked questions. The University of Oregon catalogue is revised once a year and sells for $2.00 (private colleges usually give away their catalogues for free).

Early Orientation and Registration Program (EORP)—EORP is offered each summer for entering freshmen who have not completed any college courses since leaving high school. (This includes recent high school graduates, holders of graduate equivalency diplomas, recently released penal inmates, etc.) This program provides an opportunity to receive academic advising and to register for Fall-term classes during July.

• Independent Colleges

Independent Colleges have different approaches to information dissemination. For example, Lewis and Clark College located in Oregon's largest population center (Portland, pop. 400,000) spends $14,000 in travel funds for admissions staffers to visit about 500 high schools throughout the country. Their total operating budget is $41,600 (not including salaries).

In Eugene, the Northwest Christian College (with 500 students) utilizes a mailing list approach complemented with a twice-a-year open house for prospective students. The college choir helps the public relations and recruitment process by traveling to various high schools in Oregon and allowing themselves ample time to meet with interested students before and after the performances. There is no travel budget for recruitment.

Independent Colleges develop their mailing lists through high school seniors recommended by alumni, currently enrolled students, faculty, and persons requesting admission information. Lewis and Clark College annually sends its printed information to over 3,000 United States

high schools. (Both colleges feel electronic media advertising is "unprofessional".)

- Community Colleges

Officially, Oregon's community colleges have neither recruiting program nor budget. Some community colleges don't recruit because, as one PR officer explains, "we are like the old lady in the shoe: we have so many students we don't know what to do, and we could double our enrollment in a couple of years if we were given funds to build up programs that we know our local audience needs and wants." Yet, community colleges do certain things that some people would classify as recruiting, such as advertising for students to fill underenrolled classes. This is done using radio spots and small display and classified ads in weekly and daily papers, doing the absolute minimum required to get results. For example, Lane Community College in Eugene used a country music station to fill an adult basic education class (reading, writing, arithmetic, spelling for adults who dropped out in grade school or junior high). They only needed a dozen students and so they bought a spot an hour (30 seconds) during daytime hours for three days, total cost $100. They not only filled the first class, but had to open two more classes to accommodate the crowd. In another instance, they attracted more than a hundred people to a conference through a classified ad.

Lane publishes a class schedule each quarter as a tabloid section in the local daily newspaper. This is intended to show local taxpayers what their college is doing but has the extra impact of interesting prospective students. Lane Community College maintains a display about the college (catalogs and flyers) in 23 district high schools.

- Proprietary Schools

Unless one happens to come across advertisements on the inside of matchbook covers, they may find it very difficult to obtain any information on proprietary schools in Oregon. There is, however, a booklet entitled: *Careers—a Direction for Tomorrow* distributed by the Oregon Private Schools Association (OPSA, 1973.) which includes a membership directory, a cross index of courses offered, OPSA's history and purpose, information on scholarships and an Information Request Form.

Every school accepted as a member of OPSA must first be licensed by the Oregon State Board of Education and furnish proof of their intention to adhere to the regulations and standards for appearances at Career Days sponsored by state agencies, organizations, high schools and colleges.

- Oregon High Schools

It is the individual initiative and attitude of the counselor which is the greatest factor in determining the effectiveness of high school information dissemination.

The following outline reflects the standard procedure of information dispersement in Oregon high schools.

I. **Information Dissemination**

A. **Resources for Counselors**

1. College catalogs (Lovejoy's, Barron's, and all Oregon colleges, universities and proprietary schools)
2. Conferences at various universities and institutions (including those sponsored by the Oregon State System of Higher Education Office of High School Relations and the Oregon State Scholarship Commission)
3. Meetings among inter- and intra-city high school counselors to exchange information on post-high school options
4. Newsletters, bulletins and other materials from agencies associated with high school-college relations
5. Career information System

B. **Dissemination of information obtained by counselors.**

1. Cassette tapes and slide presentation (Provided by the Office of High School Relations)
2. Visitations from admissions people representing institutions (public, independent, and proprietary schools)
3. Dad's Club; College Fairs
4. Career Day

II. **Mailings**

A. **Mailings and additional materials available to students**

1. Post-High School Plans Report—Class of 1974
2. "Facts to Know in Picking a College"; a *Reader's Digest* reprint by Loren Pope
3. Special Bulletins (sent out in February to the parents of juniors)
4. *Facts to Remember About the SAT* (sent out in February to parents of juniors)
5. *After High School, What?* (sent out to parents and students in October of senior year)
6. *Meeting College Costs* (sent out in November of senior year to parents of students.
7. Self-Counseling Exercises (available in the counseling office at any time)
8. *Check-list of Key Deadlines*, '74-75 (sent out the first of the academic school year to juniors and seniors)

B. **The money for these mailings (that the high schools send out) comes from the PTA Associations.**

C. **The above mentioned resources and information are also available to any student during the year in the counseling office.**

- New High School Graduation Requirements

In the fall of 1974, high school freshmen in Oregon entered a new program of competency-based instruction. The new requirements replaced the 1932 standards which were largely college preparatory in nature.

These requirements were developed between 1969 and September 1972 by the Oregon Board of Education after: (1) conducting an assessment of Oregon's education needs by sampling opinions of students and dropouts, educators and the public; (2) opening up public forums and workshops for the purpose of input and discussion; and then (3) extensive pilot testing.

One of the innovative competence areas is Career Development in which students must demonstrate new skills within a career field; good work habits and attitudes; ability to maintain good interpersonal relationships; and the ability to make appropriate career decisions.

- Oregon State Scholarship Commission

This Commission administers all state grants, scholar recognition and loan programs, and those programs of the Federal government requiring state administrative services.

The Commission staff annually conducts workshops to inform counselors about financial aid procedures for the year, to distribute materials, and to discuss related policies and practices.

Oregon considers both financial need and academic potential as criteria for the granting of state assistance.

- Uniform Application Process

The uniform application process removed the need to complete up to five different institutional forms and three state forms. Oregon students now must fill out only one application for financial aid for each participating institution at which they wish to apply.

UAP also fills a very important communication and counseling function in the administration of financial aids in Oregon through the high school counselors' work sessions.

During 1970-73 the Commission received approximately 14,000 applications from 8,500 individuals making multiple applications. Each report is reviewed and adjustments made for CSS processing errors, unusual cases, and for conditions which are unique to Oregon. The Commission brings participating Oregon financial aid administrators together to achieve a consensus on adjustments to be made for local conditions, the treatment of unusual cases and the manner in which student needs will be determined.

Since uniform determination of need is jointly arrived at by the financial aid administrators, and financial aid packages are built and awarded at approximately the same time, the student is not placed in the position of choosing an institution of higher education on the basis of the most attractive of several competing financial aid packages, each of which might otherwise be based on a differing needs analysis.

Students who are unaware of established application dates (usually older community college students) are also considered for State Scholarship Commission programs. These students apply directly to their institutional financial aid administrator who forwards the pertinent financial data to the Commission throughout the school year.

Until the UAP was implemented, all applications for state aid were required prior to March 1 of the year of award. This date, while serving the majority of students and institutions adequately, did not meet the needs of most of the independent institutions which required financial aid applications at a much earlier date. Moreover, a large percentage of the college applicants were not able to meet this deadline as they were not high school seniors with access to counseling or were those who made decisions regarding college attendance quite late. The Commission has now adopted a "rolling" application process with four deadlines which allows late applications to be considered for awards and eliminates the pile-up of applications resulting from one application date.

- Research Projects of Mary Kinnick - Office of Planning & Institutional Research, Portland State University

A number of state agencies in Oregon are currently attempting to develop a computer-based career and educational information system designed to provide Oregon citizens with highly accessible, reliable and relevant information about various career and educational options available to them. The system is being designed to allow an individual to explore various career and educational options in light of his or her own interests and abilities. To date, no systematic attempt has been made to identify the kinds of information about postsecondary education which should be made available to prospective students.

A research project by Mary Kinnick of Portland State University hopes to identify the information priorities of three groups: high school seniors; current postsecondary students; and college, university and school admission officers. The survey instruments developed to identify 'valued' information, however, could be administered to additional groups in the future, and the instrument itself could be further refined and modified.

The primary purpose of Kinnick's study (1975) is to identify what prospective students feel they need to know about postsecondary educational institutions and programs when making choices about what to do after high school. The secondary purposes are: (1) to measure the extent to which prospective students, current postsecondary students and admissions officers agree on the relative importance of providing prospective students with particular kinds of information; and (2) to investigate the relationship between information needs and specific choice-situations confronted by prospective students.

Kinnick hopes that the study will prove beneficial in at least two major ways: (1) provide a comprehensive taxonomy of information needs and priorities for use as a guideline by those involved with educational information development and delivery projects such as Career Information System (CIS) in Oregon and (2) increase high school and college/university staffs' awareness of and knowledge

about prospective student information needs so they might more effectively respond to information need deficiencies in the future.

Conclusions

1. Making postsecondary education effectively available means not only insuring that physical facilities exist, but also that education be accessible to those students who possess the capacity to benefit from it. Education should be accessible in the sense that the student is not denied an education because of unnecessarily rigorous admission or retention policies, a lack of information on available educational opportunities, or because the cost of access to education exceeds the student's financial capacity.

2. An effective transition from high school to post-high school education and training is possible only when the student's future objectives are carefully matched with his or her interests, abilities and aptitudes. This requires a realistic assessment of the student's abilities and aptitudes and a willingness to squarely face the implications of the assessment in terms of fulfilling postsecondary objectives.

High schools should assume a guidance function not only for their students, but also for those high school age residents in the school district who have, for one reason or another, dropped out of school. There is no better locus for this service to young people than the high school and none seems likely to develop.

3. Because most persons interested in continuing education are not aware of, or find traditional counseling facilities difficult to utilize, there is a need for an expansion of public information programs by state agencies and all types of postsecondary institutions. Every effort should be made to provide adults interested in postsecondary educational options with information suited to their special needs at easily accessible locations. Attempts should be made to widen media dissemination of information, to utilize booths in shopping centers and at state and county fairs, to contact adults through their children already in school, and to experiment with any other methods that seem feasible in the effort to inform this group of potential students about educational options.

4. The high school visitation program in Oregon should be careful to insure that institutional representatives serve as information providers, not proselytizers, advocates, or special pleaders for any given agency or institution. The information program should be wholly consistent and integrated with the individual high school's counseling program.

5. The information dissemination program from postsecondary educational and training institutions should be made available to high school students during each year of their high school career. An early awareness of the available postsecondary educational and training options, and the prerequisite preparation required, will help provide incentive and direction to the individual student's high school program.

6. The high incidence of change in major objectives in the first two years of college, which often results in an early and premature termination of a student's postsecondary educational career, suggests that present high school-level counseling programs have failed to adequately provide information on available postsecondary options. Both the range of options described and the accuracy of the descriptions needs to be improved.

7. After matriculation the counseling program for freshmen needs to be strengthened at each institution so as to offer a full measure of individual academic counseling, placement test interpretation, and general guidance. There should be provisions for pre-withdrawal counseling, and a continuing study of drop-outs. The causes of premature drop-out which are subject to remediation by the college or high school must be identified and removed whenever feasible.

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by Peter Coye

THE INFORMATION DISSEMINATION SYSTEM IN

Wisconsin

This paper describes how potential students of postsecondary educational institutions in Wisconsin obtain information about academic programs and financial aid. Potential students include such groups as high school seniors, returning veterans, blacks and Native Americans, and previously non-traditional students. Suggestions will be made on ways of understanding the confusion which exists among potential students. Recommendations will focus on substantial and procedural improvements which might be made to facilitate the dissemination of educational information to prospective students in Wisconsin.

It should be stated at the outset that the assumption is made that equal educational opportunity is the goal and that the existing programs in Wisconsin for information and guidance are designed, at least in part, to meet that goal. Current attendance patterns and current research indicates, however, that equal educational opportunity is not only a distant target, *but in fact is receding* in this decade. For example, the number of minorities and traditional non-attenders who choose to attend the advanced degree granting institutions (UW-Madison, UW-Milwaukee) in this state has been declining in the past several years. Undoubtedly this is due to a combination of factors including the reduction of financial aid available, the lower public estimation of the economic value of a college degree, and the increased enrollment in vocational curriculums and other training courses. In addition, while the *total* enrollment of traditional non-attenders may show improvement, this statistic is less significant in light of the fact that those who have traditionally been excluded from making economic and educational advances are still making no headway in this state in higher education in proportion to their numbers in the population.

Certainly, one of the reasons given for the educational system's poor performance in making inroads into the sector of non-traditional attenders within the last decade has been the lack of adequate information about the programs, procedures, and financial aid available to students in postsecondary programs. While this is true, to construe this lack of information as the *only problem* which the educationally disadvantaged suffer is not only to simplify the problem to a ludicrous extent, but also to limit the range of solutions which may be considered. Obviously, the *concept* of the problem will influence and direct the definition of that problem and the solutions proposed. This is no less true in the area of information systems concerning postsecondary education in the State of Wisconsin than it is in any other area.

The specter of falling enrollments, and the recent popularization of life-long learning has left no group in the State of Wisconsin immune from consideration as a group of "potential postsecondary attenders." Everyone is now a potential student. Though this concept of the client constituency is quickly becoming the operative notion for institutional recruiting programs across the state, it is primarily the trend rather than the reality. At this time six (6) primary constituency groups make up the overwhelming majority of students and potential students in postsecondary educational institutions. These are groups which the institutions have isolated as their current clientele, although not necessarily their future constituency. All institutions pursue them in a more or less active fashion. These are (1) the lower-middle white working class constituency, (2) the rural white farm family and the rural community support family constituency, (3) the upper-middle class white, (4) the black urban (Milwaukee-Kenosha), (5) the Native American in Milwaukee and in northern Wisconsin, and (6) the veteran. While these categories are a crude separation for the purposes of this paper, they nonetheless outline the targets for which specific recruitment programs are designed by institutions within this state.

Institutional and Program Configurations

To say that no agency, no institution or no one group of individuals is responsible for the distribution of information about education (either vocational *or* collegiate) and about available financial aid is understating the case in Wisconsin. In fact, with regard to the largest institution charged with providing financial assistance to students in this state—The Higher Educational Aids Board—the incentive has been negative. Not only is there no legislative mandate for the dispersion of information, but the agency itself *attempts to minimize* its public information program.

In this highly decentralized and uncoordinated information system the *high school counselor* is the one most relied upon person in the system for information dispersal. As is well known, however, this "profession" is in flux. The role of most high school counselors, as defined by themselves and by parents, students and the public, is in constant transition. Generalizations are almost impossible to make and the one statewide characteristic seems to be extreme variety.

● THE HIGHER EDUCATIONAL AIDS BOARD (HEAB)

In the State of Wisconsin there are 13 public, four-year institutions. Two of these offer advanced degrees. This cluster of institutions has the largest enrollment in the state—over 130,000 students. Although the University of Wisconsin and its 13 campuses in total is one of the largest state agencies, no central information dissemination procedure exists within the state budget—either at the Aids Board or at any of the campuses, despite the fact that they all attempt to recruit students and engage in a variety of informational activities. Part of the explanation for this lack of any centrally planned information system is the fact that the demand for educational experience has usually, in the past, outstripped the supply.

The presumption has been on the student or on the potential student to seek out and apply for entrance to the educational experience he or she desires and to apply for financial aid. As is commonly known, however, the traditional market has been turned on its head and the supply has recently been greater than the demand. Suddenly institutions have been forced to begin "head-hunting" operations, and the need for more adequate information systems to put the potential student in contact with that institution has become increasingly clear.

Ironically, just as the need for a centrally planned and comprehensive information system has emerged for the public institutions in Wisconsin, the agency most suited to perform that task has no legislative mandate, but also has no incentive to become engaged in extensive information dissemination. In fact, the incentive for the Higher Educational Aids Board has been to move away from public information and public relations. Recently, a number of state agencies in Wisconsin have come under attack for large expenditures on "public information" and "public relations" programs. These attacks have come from the press in Wisconsin and from other sources as well.

While the validity of state agencies engaging in some public information programs has not been questioned, the charge of "constituency building" activity leveled against these agencies has become a very controversial political issue. Essentially the charge has been made that some agencies have used public monies, hidden in "public information" budgets, to build support groups to increase the agency's funding during the budget process in the state. The combination of (a) no specific legislative mandate and (b) the above described political climate in the state has discouraged the Higher Educational Aids Board from engaging in even legitimate information dispersal on a wide basis. In fact, the Governor recently recommended an increase in funds for the Higher Educational Aids Board for grants and loans (while admittedly recommending increased tuition charges). Many people suspect that one reason this increase was recommended in a "time of austerity" was that the Higher Educational Aids Board asked for *no money* for "public information" or "public relations" in their budget documents.

• Current Information Projects

Currently HEAB engages in only two specific information dispersal projects which were described by one HEAB administrator as "extremely limited." One project consists of a series of workshops held around the state for high school counselors. Each year about 10-12 of these meetings are held in areas which are designed to attract as many of the 450-500 high school counselors in the state as possible. Apparently no accurate records are kept, but one HEAB administrator indicated that approximately 250-300 high school counselors appear at these workshops. Besides describing the state grant and loan programs at these meetings, the HEAB staff answers questions and passes out a "Handbook" on state programs available. All high school counselors who do not appear at the workshops are sent a copy of this document. HEAB does not maintain records on the usefulness or effectiveness of the publication. Another service supplied by HEAB is their "Call-Up Service." A high school counselor may call a special number at the Madison HEAB offices anytime during the day, and receive financial aid information. This service is apparently used by high school counselors, and perhaps is some indication of the the effectiveness of the handbook in that many of the questions are answered merely by referring a counselor to a certain page in the handbook.

Additionally, HEAB officers attend "College Nights" which are sponsored by high schools or school districts in the state. These are "going out of style," however, and the staff indicated that they are requested to attend fewer and fewer.

All of the UW campuses have admissions and recruitment offices which employ persons to speak before high school audiences and to engage in other recruitment and informational activities. Each campus, however, seems to employ different strategies in recruiting and promotion. An employee of the admissions office at UW-Stevens Point indicated that her activities were largely involved with travel. She plans extended trips which include up to 30-40 high schools in one part of the state, and schedules speaking engagements at each of these schools. The only area outside of the state which she has contact with is the Chicago area. Announcements of her appearance are handled by the high school counselor in each school. About five to ten percent of the high school students attend her talks in any one high school. While most of the questions asked by students refer to the academic program and student

life at Stevens Point, less than ten percent of all questions are about financial aid. She indicated that she usually made vague but encouraging statements about the possibility of receiving financial aid, suggesting that "Financial aid is available for students who can demonstrate financial need." Her impression was that most students were aware of some form of financial aid, but were confused about and intimidated by the financial aid process. In addition, she estimated that most high school counselors she had contact with knew "very little" about financial aid and did little to encourage students to seek answers to their questions beyond the high school counseling office.

In general, the state agencies involved with postsecondary educational institutions (either HEAB or any of the 13 four-year campuses) are confused about the responsibility for information dissemination concerning educational programs and financial aid to support those programs. They all attempt to provide information, but the simple fact that the state legislature has not mandated in clear and certain terms the responsibility for information dispersal prevents a rational and coherent flow of information to potential postsecondary students.

● PRIVATE COLLEGES AND UNIVERSITIES

There are 17 private colleges and universities in the State of Wisconsin and these institutions are represented before the state legislature by the Wisconsin Association of Independent Colleges and Universities (WAICU). While each one of these institutions has its own recruitment and information system, most are extremely limited by financial considerations—though they often realize that survival may depend on their current investment in information/recruitment services and systems. For instance, one college has recently invested what a college spokesperson termed "tremendous sums" in a T.V. advertising campaign to attract students. Almost one third of the advertisement which appears on local Wisconsin television describes financial aid packages which are available.

It would seem reasonable that these colleges would combine funds and engage in a unified information system to attempt to attract as many students as possible. In fact, this is done currently by the statewide association but on an extremely limited scale. Like the public information dissemination system, the private system in Wisconsin relies heavily on the high school counselor. Little is done beyond several mailings to provide these counselors with information. Included in the mailings are 1) a handbook which describes the programs, the social life, the academic orientation, and other related information pertinent to each college, 2) a display which the high school counselor may post in the high school which includes a returnable postcard listing private colleges and universities, on which the student indicates his or her interests (WAICU forwards this card to the appropriate college), and 3) a variety of small brochures. In addition, a slide show is made available to high school counselors. This picture presentation is used by about 30 schools each year, according to the Director of WAICU.

● VETERANS

In addition to the Federal GI Bill, veterans in the State of Wisconsin may take advantage of several state programs designed to help them adapt to civilian life. The state program includes a comprehensive counseling service which provides educational or vocational information, and pertinent financial aid information. Four programs are designed to meet the educational needs of veterans.

• Part-time Study Grant Program

This program reimburses the veteran after he has successfully completed a part-time course of study as defined by the Department of Veterans Affairs. Approximately 13-14 thousand participants received benefits under this program last year in Wisconsin, about two thirds of those enrolling in collegiate programs, and about one third in vocational training programs. This program is used heavily by Wisconsin GI's who use the federal GI Bill during the nine month academic year and then attend summer school on the state Part-Time Study Grant Program.

• Economic Assistance Loans

A Wisconsin Vet may take out an Economic Assistance Loan at a three percent interest rate to pay for tuition, although this loan program is designed to meet many different types of economic need. He may incur a total loan debt of $3000 and repayment begins nine months after graduation.

• Vietnam Education Grants

The Vietnam Educational Grant Program was originally designed to attract the traditional non-attender by offering him a guaranteed flat grant each semester. The State Department of Veterans Affairs found that the lower-middle class veteran was not taking advantage of benefits available to him, and this program was created to extend benefits to this group. Although this program is only a year old, and does have a need requirement now, about 8,000 vets are receiving benefits. Unfortunately, the original conception of the program—*the certainty of a grant*, untied to a need determination—has *not* been built into the structure of the present program so the target group of the lower-middle class traditional non-attender has remained untouched by the program.

• The Outreach Program

Perhaps the most interesting component in the package of benefits available to the vet is the Outreach Program. This is a counseling program administered by the state for veterans, and receives $300,000 per year from a total budget of $1.5 million for the State Department of Veterans Affairs. The aim of this program is to contact each returning Wisconsin veteran and counsel that vet about all the social, medical, educational, psychiatric, and drug program benefits available to him on a local, state and national level. The State Department of Veterans Affairs employs between 20-30 young Vietnam veterans

for this counseling service, and John Moses, the Director, has indicated that these counselors were able to reach "90 percent of all vets returning to Wisconsin." Unlike the public four-year institutions and HEAB, this agency does have a legislative mandate to engage in information dissemination.

In the state law creating the Vietnam Educational Grant Program, the following language authorizes information dispersal: "The department shall prescribe, furnish and make available, at locations in the state convenient to the public, such as county veterans service offices, and to all qualifying schools, application forms for veteran's grants under this section. Upon request, it shall advise and assist applicants in making out such forms." (Dept. of Veterans Affairs, *Wisc. State St.*, Chapter 45).

● TALENT SEARCH/ UPWARD BOUND/SPECIAL SERVICES

The black population in Wisconsin, mainly located in the Milwaukee area, and the Native American population throughout the state are served along with other educationally disadvantaged groups by these three programs funded by Title IV of the 1972 Amendments to the Higher Education Act (U.S. Congress, 1972), and additional state funds. Although these programs have a statewide focus, and have offices in six cities in Wisconsin, they are coordinated in a central Milwaukee office. The Talent Search component is the largest, and employs 16 counselors across the state. These counselors are charged with the responsibility of contacting educationally disadvantaged high school students in specific counties in the state and providing them with program and financial aid information. These counselors attempt to contact high school students who are in the freshman and sophomore year of high school and to provide assistance in planning for college or vocational training.

The Director of the Talent Search program indicated that most high school counselors are happy to have the Talent Search counselors come to their high schools and speak with students who are not particularly motivated to further their education. In most high schools, the counselors are burdened with large case-loads and have little time to adequately counsel unmotivated students. The Talent Search counselors attempt to establish contact with these students early in their high school career and to maintain this contact throughout the period before graduation. If the student desires a college education, program and financial aid information pertinent to his or her needs is made available. Any additional tutoring or remedial work is arranged by Upward Bound workers. These students are almost always financial aid recipients. For this reason alone they are in close contact with the staff of Talent Search once they enter college.

In the last academic year, the Talent Search program counseled over 10,000 students in the State of Wisconsin and placed 2,000 students in postsecondary education programs in the State of Wisconsin and in other states as well.

Although this program seems to be making a noticeable impact on the traditional non-attending sector of the population, "its scope and its services need to be expanded," according to the Director, Paul Spratgins. "Each summer . . . thousands of students . . . come into our 16 offices across the state asking for help in being placed in a program . . . and these are all . . . students . . . that our counselors missed [who] have come to us at the last moment."

The Traditional High School Constituency

Though all citizens in Wisconsin are in some fashion considered potential postsecondary students, the bulk of current information is directed at the high school student. In 1968, the Coordinating Council for Higher Education in Wisconsin studied high school seniors, their plans for the future, and the forces and influences on those plans (Lins, 1969). Their findings in two areas are pertinent: (1) knowledge about Financial Aids Programs, and (2) the impact of contact with postsecondary representatives.

> *It is quite significant that 59.6 percent of the high school seniors gave no indication of having any knowledge of any of the financial aids programs available for postsecondary education (Table 1). The percentages of that table are presented in terms of cumulative percentages. Only 38.8 percent of the men and 42.2 percent of the women indicated any knowledge of scholarship, loan, grant, employment, or any other type of financial assistance. The implication might be that either the secondary schools are not disseminating this type of information well, that the secondary schools are not as well informed as they should be, or that the high school students themselves do not seek knowledge about these types of programs.*
>
> *Since financial aids programs are considered as "package" programs and information is released in this way, it is possible that a question involving knowledge that postsecondary educational institutions have financial aids programs would have elicited a higher percentage response.*
>
> *It is also significant that over 40 percent of the seniors expecting to attend school full time the following fall claimed to have no knowledge of financial aids programs and that over 84 percent (84.4%) of these persons felt that knowledge of financial aids programs would have been important to them (Tables 2 and 3). Even more significant may be the respondents' indication that 61.7 percent of those expecting to attend school part time had no financial aids information, and that 72.0 percent of the persons expecting to work full time or part time had no financial aids information. Of the persons expecting to work who had no knowledge of financial aids programs, 92.1 percent stated that knowledge of financial aids programs would have been important to them.*
>
> *There is an indication, however, that knowledge of financial aids programs is not very important to the majority of seniors. Of the seniors who were aware of financial aids programs of one type or of several types, only 6.4 percent indicated that such knowledge was important. Of those persons who expected to attend school full time and had knowledge of financial aids programs, 7.6 percent felt that such knowledge was important to them.*
>
> *Over half of the seniors responding had no contact with representatives of postsecondary educational institutions (Tables 4 and 5). Of those expecting to attend school full time, 37.9 percent had no such contact; of these persons, 88.2 percent felt that such a contact would have been important to them. Of the seniors who did have contact with postsecondary representatives, however, only 12.6 percent felt that such a contact was very important, (Lins, p. 16).*

[Tables on following pages.]

Conclusions

As has been mentioned several times, the real problem in this state with regard to educational information dissemination systems and the "information gap" which now exists between current programs and the potential beneficiaries of these programs is that no one has the responsibility for information dispersal. The campuses attempt to supply adequate information, as does the Higher Education Aids Board, as do the overworked high school counselors, but no one perceives himself or herself as ultimately responsible for providing adequate counseling and information about postsecondary education, programs, and career alternatives, or the financial aid which may be available to support those programs.

The vast majority of the postsecondary educational institutions in Wisconsin are public. The responsibility for supplying information about these programs and institutions ultimately lies with the state. The Legislature should begin to understand that the current supply of educational opportunities at some institutions is beginning to surpass the demand. Yet the "demand" as currently understood includes only approximately *half* the traditional college attenders. The 1968 study noted, "It is significant that 59.6 percent of the high school seniors gave no indication of having any knowledge of any of the financial aid programs available for postsecondary education," (Lins, p. 16). Obviously all those potential postsecondary students are not currently being reached by the array of information systems. In fact, the variety of information sources itself may substantially contribute to the lack of information which more than half of the traditional constituency group (high school students) now experience. If traditional students are left behind to this extent in their attempts to learn about possible futures in postsecondary educational institutions, clearly non-traditional students receive much less assistance with their educational decision-making.

With regard to the private sector, it is clear that they, too, should centralize the information and recruitment programs of all colleges. For them this seems to be a matter of necessity due to their size and relatively weak financial postiion. Perhaps this information could be integrated into the public institutional information network since no school in Wisconsin receives "zero" money from the state and all "private" schools are to some extent engaged in a public enterprise. As an interim strategy, WAICU should actively encourage the colleges within that association to authorize it to engage in more direct, comprehensive and more adequately funded recruitment and information dissemination on behalf of all private colleges in Wisconsin. In fact, the major appeal of a small college is the intimate atmosphere which no public institution can provide. This common characteristic of all private institutions in Wisconsin could provide the basis for an intensive recruitment program which would not be aimed at recruiting students for specific private institutions, but would emphasize the unique experience which only a private institution in Wisconsin may provide.

Currently much of the responsibility for both public and private institutional information dissemination lies with the *high school counselor.* The typical counselor is overworked, underpaid, and has little realistic expectation of remaining in that position. Especially in northern Wisconsin, this person might be the high school coach for the football and basketball teams, and has little expertise in counseling students who are interested in any experience other than those available at the local vocational-technical school or the nearby state institution.

Obviously, the political problems which would arise in trying to interfere with these local high school positions are large. Nevertheless, I believe that the state should not only assign, by legislative mandate, the information responsibility to one state agency—in this case the Higher Education Aids Board—but also it should assign the interrelationships among that agency, high school counselors, and admissions and recruitment offices on postsecondary campuses in this state. That is, the state legislature should develop a "master plan" which would coordinate the people and institutions now interested in getting adequate information into the hands of students. Perhaps the agency with the responsibility for seeing

TABLE ONE

Wisconsin High School Seniors (1968) Knowledge of Financial Aids Programs Divided by Total Sample of Men and of Women (Lins, 1969, p. 18)

Type of Financial Aids Program	Men		Women		Total	
	No.	Cum. %	No.	Cum. %	No.	Cum. %
Wisconsin Scholarship, Grant, or Loan Programs	336	7.0	320	6.8	656	6.9
Federal Scholarship, Grant, or Loan Programs	111	9.3	87	8.7	198	9.0
Local Scholarship and Loan Programs	89	11.1	122	11.3	211	11.2
Private Scholarship and Grant Programs	63	12.4	87	13.1	150	12.8
Employment Programs	135	15.2	120	15.7	255	15.4
Wisconsin Scholarship and Grant; and/or Federal Scholarship and Grant; and/or Local Scholarship; and/or Private Scholarship and Grant Programs; and/or Employment Programs	500	25.6	591	28.3	1,091	26.9
Wisconsin Loan and Federal Loan Programs	18	25.9	13	28.5	31	27.2
Other	48	26.9	37	29.3	85	28.1
Comprehensive Knowledge of Scholarship, Grant, Loan, and Employment Programs	572	38 8	602	42.2	1,174	40.4
NO KNOWLEDGE INDICATED OF ANY TYPE	2,957	100.0	2,716	100.0	5,673	100.0
TOTAL	4,829		4,695		9,524	

TABLE TWO

(Lins 1969, p. 20)

PLANS OF MEN FIRST YEAR AFTER HIGH SCHOOL GRADUATION
ACCORDING TO KNOWLEDGE OF FINANCIAL AIDS PROGRAMS

Plans Next Year	Had Financial Aids Information						Did Not Have Finan. Aids Information						Total	
	Important To Me		Not Too Important		Total		Unimportant		Would Have Been Important		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attend School Full Time	84	3.4	1,351	53.9	1,435	57.3	162	6.5	907	36.2	1,069	42.7	2,504	100.0
Attend School Part Time	7	1.9	146	40.7	153	42.6	15	4.2	191	53.2	206	57.4	359	100.0
Work Full Time	6	0.9	187	26.7	193	27.6	28	4.0	478	68.4	506	72.4	699	100.0
Work Part Time	1	1.2	29	34.1	30	35.3	6	7.1	49	57.6	55	64.7	85	100.0
Military Service	4	1.1	143	37.4	147	38.5	14	3.7	221	57.8	235	61.5	382	100.0
Other	2	1.7	36	30.0	38	31.7	7	5.8	75	62.5	82	68.3	120	100.0
TOTAL*	104	2.5	1,892	45.6	1,996	48.1	232	5.6	1,921	46.3	2,153	51.9	4,149	100.0

*There was no response on one or the other variable by 680 men.

TABLE THREE

PLANS OF WOMEN FIRST YEAR AFTER HIGH SCHOOL GRADUATION
ACCORDING TO KNOWLEDGE OF FINANCIAL AIDS PROGRAMS

Plans Next Year	Had Financial Aids Information						Did Not Have Finan. Aids Information						Total	
	Important To Me		Not Too Important		Total		Unimportant		Would Have Been Important		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attend School Full Time	135	5.4	1,309	52.8	1,444	58.2	167	6.8	869	35.0	1,036	41.8	2,480	100.0
Attend School Part Time	2	0.6	113	33.1	115	33.7	28	8.2	198	58.1	226	66.3	341	100.0
Work Full Time	7	0.6	309	26.8	316	27.4	74	6.4	764	66.2	838	72.6	1,154	100.0
Work Part Time	1	1.3	24	31.6	25	32.9	7	9.2	44	57.9	51	67.1	76	100.0
Be Married	1	1.1	23	25.6	24	26.7	4	4.4	62	68.9	66	73.3	90	100.0
Other	1	1.1	23	25.9	24	27.0	5	5.6	60	67.4	65	73.0	89	100.0
TOTAL*	147	3.5	1,801	42.6	1,948	46.1	285	6.7	1,997	47.2	2,282	53.9	4,230	100.0

*There was no response on one or the other variable by 465 women.

TABLE FOUR

(Lins 1969, p. 21)

PLANS OF MEN FIRST YEAR AFTER HIGH SCHOOL GRADUATION
ACCORDING TO WHETHER OR NOT THE STUDENT HAD PERSONAL CONTACT WITH REPRESENTATIVES OF HIGHER EDUCATIONAL INSTITUTIONS

Plans Next Year	Contact with Representatives						No Contact with Representatives						Total	
	Important To Me		Not Too Important		Total		Unimportant		Would Have Been Important		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attend School Full Time	192	7.6	1,364	54.0	1,556	61.6	107	4.2	865	34.2	972	38.4	2,528	100.0
Attend School Part Time	15	4.1	136	37.7	151	41.8	15	4.2	195	54.0	210	58.2	361	100.0
Work Full Time	11	1.6	127	18.3	138	19.9	25	3.6	529	76.5	554	80.1	692	100.0
Work Part Time	4	4.5	24	27.3	28	31.8	4	4.5	56	63.7	60	68.2	88	100.0
Military Service	8	2.1	111	29.0	119	31.1	10	2.6	254	66.3	264	68.9	383	100.0
Other	--	--	43	36.8	43	36.8	3	2.5	71	60.7	74	63.2	117	100.0
TOTAL*	230	5.5	1,805	43.3	2,035	48.8	164	3.9	1,970	47.3	2,134	51.2	4,169	100.0

*There was no response on one or the other variable by 660 men.

TABLE FIVE

PLANS OF WOMEN FIRST YEAR AFTER HIGH SCHOOL GRADUATION
ACCORDING TO WHETHER OR NOT THE STUDENT HAD PERSONAL CONTACT WITH REPRESENTATIVES OF HIGHER EDUCATIONAL INSTITUTIONS

Plans Next Year	Contact with Representatives						No Contact with Representatives						Total	
	Important To Me		Not Too Important		Total		Unimportant		Would Have Been Important		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attend School Full Time	201	8.0	1,366	54.6	1,567	62.6	118	4.7	819	32.7	937	37.4	2,504	100.0
Attend School Part Time	12	3.6	111	33.0	123	36.6	24	7.1	189	56.3	213	63.4	336	100.0
Work Full Time	28	2.4	269	23.3	297	25.7	74	6.4	785	67.9	859	74.3	1,156	100.0
Work Part Time	1	1.3	24	31.6	25	32.9	3	3.9	48	63.2	51	67.1	76	100.0
Be Married	3	3.3	27	29.3	30	32.6	3	3.3	59	64.1	62	67.4	92	100.0
Other	2	2.3	19	22.1	21	24.4	3	3.5	62	72.1	65	75.6	86	100.0
TOTAL*	247	5.8	1,816	42.7	2,063	48.5	225	5.3	1,962	46.2	2,187	51.5	4,250	100.0

*There was no response on one or the other variable by 445 women.

that all Wisconsin residents had adequate access to program and financial aid information (HEAB) could be allocated additional funds to hire professional, well-trained counselors who could travel around the state to visit all secondary students, providing contrast and variety to the work of the full-time local high school counselor. The system could be modeled after the Department of Veterans Affairs' counseling program. This system, which seems particularly comprehensive in Wisconsin, and the one-to-one counseling over an extended period of time, as in the Talent Search program, are two objectives which might be met by incorporating these two features of existing programs into one statewide plan.

Though these suggestions require centralization of all information efforts and a high degree of state control, the benefits of moving in this direction outweigh the liabilities. While the bureaucracy might enrage some potential students, I cannot imagine that it would become anything but a focal point for potential postsecondary students. This does not exist now, and as a result, a potential student's motivation, curiosity and interests with regard to postsecondary education are dissipated on a variety of incomplete and inadequate sources.

• • •

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by Charles Mecum,
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THE INFORMATION DISSEMINATION SYSTEM IN

Illinois

This chapter surveys Illinois' information dissemination system concerning academic programs, and admissions, and financial aids programs at postsecondary educational institutions including public community colleges, vocational and proprietary schools, and four-year public and private colleges.

Information was collected through personal interviews, review of relevant state statutes, and collection of informational brochures and other printed matter.

Administrative Framework

In Illinois the process of disseminating information about postsecondary education is dominated by institutionalized recruiting programs. Recruiting programs intended to increase, or at least maintain enrollment levels have become an institutional priority because a drop in enrollment almost assures a budget cut for an institution. For instance, community colleges operate under a formula which provides a set dollar amount per credit hour produced. Public universities acknowledge the direct relationship between enrollment and budget as a fact of political life. Since those agencies which affect academic programs, admissions, budgets, and financial aid programs also affect the type of recruiting done at the institutional level, they eventually limit and control the information prospective students receive.

● ILLINOIS GENERAL ASSEMBLY

1. Authorization and establishment of new state universities. The Assembly, with the Governor, is ultimately responsible for the operation of existing two- and four-year public institutions, the system governing boards, and the various state agencies and boards.
2. Appropriation of funds for:
   - public universities
   - public community colleges
   - Illinois State Scholarship Commission
   - state agencies of postsecondary education

● STATE AGENCIES AND BOARDS

The Illinois Office of Education operates the public secondary education system. The Office of Education presently shows no administrative recognition of the importance of information about postsecondary education at the secondary level.

The Illinois Board of Higher Education (IBHE):

1. Oversees the operation of the public universities and the several university system governing boards.
2. Reviews and approves or disapproves of new degree-granting academic programs.
3. Reviews the annual budget requests of the universities and governing boards; develops its own independent recommendations on operational and capital budgets for the universities and governing boards; and presents their recommendations to the Office of the Governor, the Bureau of the Budget and the Illinois General Assembly.

The Illinois Junior College Board has the same responsibility for junior colleges the I.B.H.E. has for the university system. A fundamental difference is that junior colleges do not have multi-campus governing boards. The Junior College Board deals solely with each individual school. Since the universities are organized within a system of governing boards under the Board of Higher Education, the I.B.H.E. works with both the individual institution and its university system governing board.

The Illinois State Scholarship Commission (ISSC) administers a system of scholarship financial aid (for payment of tuition and fees) to resident students who desire to attend an Illinois postsecondary educational institution. Their responsibilities include:

1. Establishment of award granting criteria; and

2. Evaluation and determination of applicants' need for a scholarship based on the applicants' choice of institution and the financial resources of their parents.

Various other state agencies are responsible for overseeing the operation of the 589 proprietary schools in Illinois.

UNIVERSITY SYSTEM GOVERNING BOARDS

Illinois public universities are organized under several system governing boards, including:

University of Illinois Board of Trustees

Southern Illinois University Board of Trustees

Board of Regents

Board of Governors

These governing boards are responsible for:

1. General planning and approval of degree-granting academic programs at the institutional level.

2. Establishment of admissions requirements.

3. Approval of internal systems of institutional financial aids; institutional tuition waivers, athletic scholarships, foundation awards, and so on.

4. Overseeing the operation of their respective universities, including the institutional programs of recruitment and information dissemination. (In this area they generally have little concern for information quality, or the dissemination process.)

5. Competing with other "systems" for operating revenues during the Illinois General Assembly budgeting process.

● INSTITUTIONAL COSTS

Information on tuition rates and fee charges is disseminated in much the same manner as is admissions and academic program information. Principally, the institutional catalogue and recruiting brochures are utilized to inform prospective students of the cost of attending a university. Counselors and recruiters from individual institutions often conduct "college nights" at host high schools to inform interested students of academic programs, institutional costs and financial aids.

Statements made by the Association of Illinois Student Governments (AISG) have shown that the largest portion of higher education costs are non-institutional (Gitz, 1974, Mecum, McConnell, and Gitz, 1973; Nixon, 1974). "Non-institutional" refers to expenses for housing, transportation, food, clothing, and so on. In advertising the costs of attending their institution, however, a university will occasionally deflate or use outdated cost figures for living in their community.

The regulation of institutional costs is achieved through the interplay of forces during the annual state of Illinois budgetary process.

(see chart next page)

The tuition revenue generated by an institution strongly influences how the budget request is viewed, especially with regard to senior institutions and the Illinois Board of Higher Education. Enrollments and full time equivalents (FTE) have dropped during the past few years. The resulting loss in tuition revenue has forced the Illinois Board of Higher Education and occasionally the Governor's Office, to consider increasing tuition rates to recover the lost revenues. The final tuition increasing decisions are made by the General Assembly and the Governor's Office.

Decisions to increase other institutional costs, such as on-campus housing rates, and athletic, building, scholarship, book, and use fees, are generally resolved by the institution, its governing board and the appropriate state board.

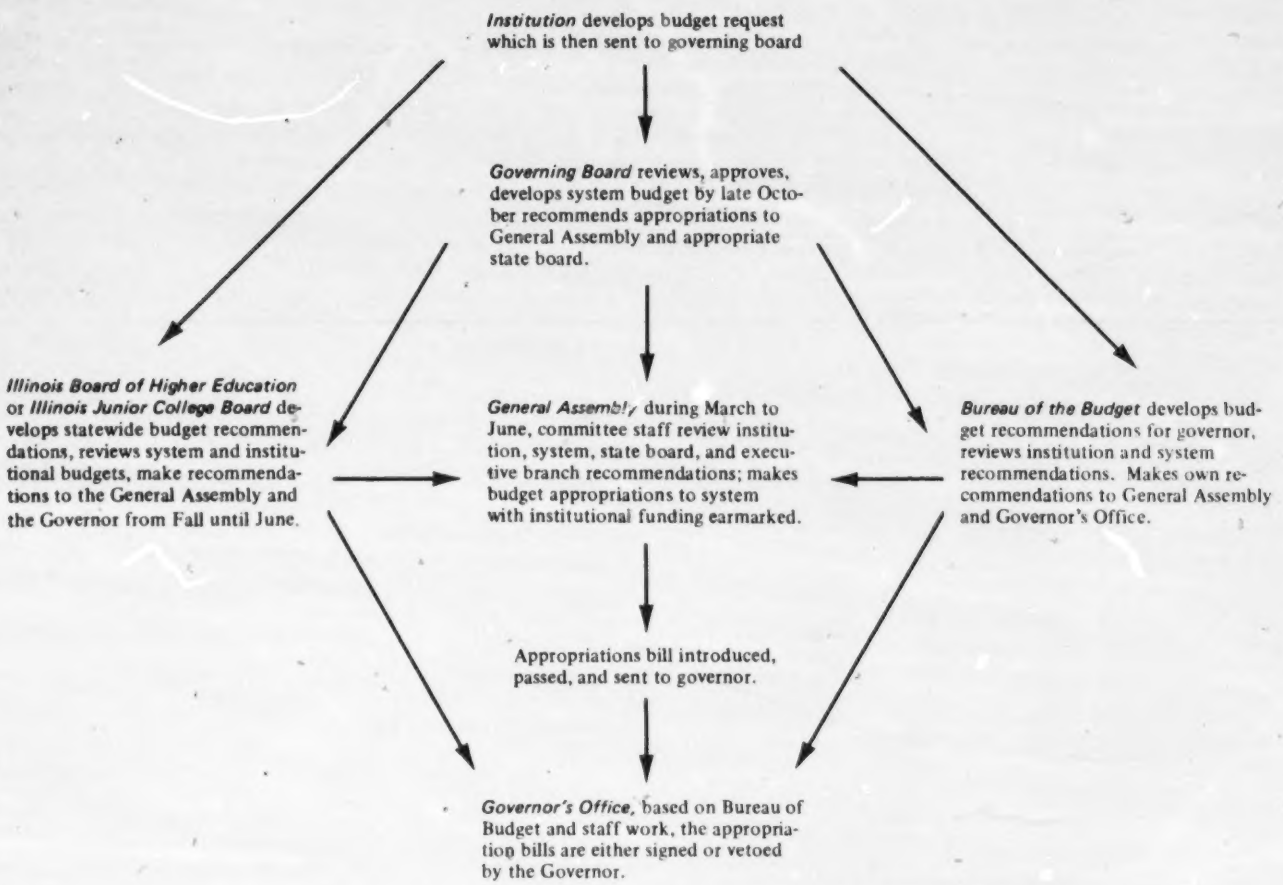
Decisions concerning "operating" charges, such as parking, recreational, traffic ticket, late registration and graduation fees, are usually left to the system governing board and the institution.

The multiplicity of agencies involved in the dissemination of information about programs, and particularly the multiplicity of information sources within an agency or institution, means that prospective students must deal with a complex, uncoordinated, maze-like system. The situation is further complicated because different agencies utilize separate application processes, needs determination systems, and application deadlines.

General Comments

1. In the Illinois system, there is no statutory assignment of responsibility for developing or distributing information on

ILLINOIS HIGHER EDUCATION BUDGET PROCESS


Institution develops budget request which is then sent to governing board
Governing Board reviews, approves, develops system budget by late October recommends appropriations to General Assembly and appropriate state board.
Illinois Board of Higher Education or *Illinois Junior College Board* develops statewide budget recommendations, reviews system and institutional budgets, make recommendations to the General Assembly and the Governor from Fall until June.
General Assembly during March to June, committee staff review institution, system, state board, and executive branch recommendations; makes budget appropriations to system with institutional funding earmarked.
Bureau of the Budget develops budget recommendations for governor, reviews institution and system recommendations. Makes own recommendations to General Assembly and Governor's Office.
Appropriations bill introduced, passed, and sent to governor.
Governor's Office, based on Bureau of Budget and staff work, the appropriation bills are either signed or vetoed by the Governor.

public or private postsecondary institutions. It is an implicit responsibility of the individual institution to develop recruitment programs and advertising materials. This developmental and distributive function has become such a piecemeal process at the institutional level that it is impossible to measure the magnitude of the effort; or to make accurate estimates of the costs. Generally the number of information dissemination sources within an institution corresponds to its size and the number of programs it offers. For example, at a public university in Illinois the following offices would be developing and distributing information:

The President's Office
The Vice-President for Student Affairs
The Vice-President for Academic Affairs
Each school of the University
Each department or faculty of each school
The general studies program
All special academic programs
The Registrar's Office
The Enrollment Office
The Financial Assistance Office
Student counseling services
Academic Advisement program
A general recruiting program of the university
Special recruiting program for disadvantaged and/or accelerated students
The athletic program
Fraternity-Sorority organizations
Professional associations and organizations
The Student Government
The student campus newspaper(s)

In practice, the Board of Higher Education only restrains an institution if they advertise a program that has not been approved.

2. The public institutions have diligently protected and cultivated their rights of recruitment, promotion, advertisement, and admissions, because of these two factors:

a. The relative positions of the Illinois Board of Higher Education and the Illinois Junior College Board, and the General Assembly as budget recommending or approving bodies in a system of competing, antagonistic and politically manipulative institutions; and,

b. The direct relationship between enrollments and funding levels from state revenues for operations and institutional expansion.

3. The desire of the institutions to maintain enrollment levels has been reflected in increased emphasis on recruitment of new students. The rush for prospective students by all types of postsecondary institutions has resulted in the development of:

a. Financial and monetary inducements to broad classes students, such as institutional tuition waivers and loan programs, awards for activity involvement, and athletic awards.

b. Broadly subsidized tuition rates to increase cost competitiveness especially in the case of new institutions which exploit the "infant industry" plea before the General Assembly.

c. Segmenting, implicitly or explicitly, of the market of potential students into target groups; different institutions pursuing potential students targeted by variables such as geographic location, income, academic level, financial assistance availability, etc.

d. Establishing less stringent admissions requirements for 'special programs' from which entrance to other institutional programs is direct.

Many of the programs for the disadvantaged are examples of this last phenomena. The "Supplemental Instruction Program" of Southern Illinois University, Edwardsville; the "500 Program" of the University of Illinois, Urbana; and the "Chance Program" of Northern Illinois University all fall into this category. Recruiting efforts in these programs are aggressive; for instance, the Southern Illinois University Edwardsville program grew from 400 to 1000 students in one year. This is not a judgement but a recognition of enrollment maintenance methods.

Academic Programs and Admissions

This section investigates the information disseminating, counseling and recruiting practices of secondary schools, community colleges, four year institutions, both public and private, and proprietary schools.

● SECONDARY EDUCATION SYSTEM

Most information at the secondary level is available only through the school counselor. Institutional comparisons are usually provided by the Illinois Office of Education, federal agency publications, or groups such as the Illinois Joint Council on Higher Education. The latter annually publishes a pamphlet titled, *State Universities in Illinois*, which provides comparative data on public universities. Publications such as *Post High School Educational Opportunities: Professional, Vocational, Technical* (Office of the Superintendent of Public Instruction, rev. 1968) have been expanded to include many other education and training options besides a four-year degree program. Most publications, regardless of their scope, usually contain very basic information, including:

- programs offered at the institution;
- requirements for programs (number of hours overall, number of required courses);
- admissions requirements;
- types of students attending the institution (for instance, freshman class profiles);
- test required for admission;
- housing availability;
- estimated costs at the institution.

Though generally comprehensive, the quality of the information distributed through high school counselors can definitely be improved. First, the information rarely relates academic program areas to career availability or job-market demands. Second, some high schools do not provide information on non-traditional options. Training and career development in proprietary schools are frequently omitted. Finally, none of the published material reviewed for this study provided any insights on what has happened to graduates of postsecondary educational institutions, what they thought of the institution, or what students currently enrolled at the institution think.

As for the mechanism within secondary education for exposing students to options, there are serious impediments to students getting information as a matter of right. Here are the major problems high school students face:

1. Although the information on postsecondary options is centered with the counselor, indications are that many students simply do not go to their counselors.

2. Career and vocational counseling is very poor in the secondary schools. When students see a counselor about postsecondary options, they face a number of decisions: whether to go to college; if so, where; when to enroll; whether a community college would be a better choice, and so on. Within the counseling profession it is considered a bad practice to give students information that forces them to make additional decisions. This is true even when a student's preferred career area is already glutted with people.

3. High schools often rely on "career days," and "parents days" and visitations by institutional representatives to inform their students. Sessions like these are sales-oriented with representatives trying to market their institution.

4. School boards and high school principals restrict who can distribute information to "their " students.

5. The attempts of counselors to keep options open, and at the same time provide guidance, often results in providing the student with inadequate career choice information, and only superficial information on postsecondary institutions.

The counseling procedure now in vogue is to provide only that information that is specifically asked for, and only then if the material does not place the student in a dilemma. This fails to insure a student's right to be acquainted with a broad range of options. For example, the recruiting program at Southern Illinois University, Edwardsville, for the Supplemental Instruction Program maintains a recruiter/counselor who systematically visits area high schools. She has information on area institutions, all public institutions in Illinois, and financial aid programs including applications, and need analysis material. The intention of the program is admirable. However, she only sees students referred to her by the high school counselor. The student who does not seek out information and probably needs it most is excluded.

● POSTSECONDARY LEVEL: COMMUNITY COLLEGES

Better counseling in career and vocational development is found at the community college level. Junior colleges in Illinois have assumed a vocational/technical role. Their counselors are generally realistic about advising prospective students of the market conditions in a field, and about the quality of training they can get at different institutions.

Recruiting programs at the community college level rely on these methods:

1. Direct mailings to prospective students and occasionally to all addresses in a district. Lists are compiled from voter registration rolls and lists of students taking admissions tests who have their scores sent to the institution.
2. Recruiters visiting area high schools.
3. In some junior college districts tuition is waived for in-district students. This widely publicized fact influences prospective students and their parents.
4. For technical training and vocational education programs the community colleges rely on word-of-mouth advertising from their graduates.
5. Advertising in the Telephone Company Yellow Pages and Sunday newspapers in the area.

One very good practice of some community colleges is to publish their entire list of course offerings, complete with tear-out application forms, in area newspapers at the beginning of each semester or quarter.

● POSTSECONDARY LEVEL: FOUR-YEAR INSTITUTIONS

Counseling at the university level is about as poor as at the high school level, though for different reasons. Often the presumption of university counselors is that prospective students know what they want to do. If they do not know, then a 'general studies' program will help them decide. The university's task is not considered to be vocational preparation but the pursuit of knowledge. Consequently, even when counselors have data that would be useful to students making career decisions, they sometimes do not feel obligated to hand it out. Here again the *right* of students to know about options is frequently subjugated to whatever the students specifically ask about.

Institutions know from experience they draw the bulk of their students from specific geographic areas, high schools and community colleges, and this is where they concentrate their recruiting efforts. The primary methods of recruiting students are:

1. Continual contact with high school counselors at selected schools. Recruiters provide information on programs, admissions and financial aid, and supply applications, need assistance forms, and so on. Some institutional recruiters counsel high school students and help them fill out forms and applications. Southern Illinois University, Edwardsville has developed a method of admitting a high school student to the university on the spot without entrance tests. Entrance determination is based on the student's high school transcript and an interview with the student. They also send a letter to each student who takes the ACT test and has their scores sent to S.I.U.E. If the ACT scores are sufficient for acceptance, all the students must do to be admitted is return a reply card. No application form is required.

2. Recruiters who make regular visits to area high schools and community colleges. They follow up on prospects, usually as a "counselor" with information on all options past high school, to try to recruit them. Their foremost responsibility is to recruit—not counsel objectively.

3. Visitations to campuses. Often parents are now also invited. Universities frequently sponsor "career days" to promote their school. Departments and schools usually set up information tables. At some institutions the financial aid officers will discuss program options with parents, and explain the necessary qualifications, how to apply, what the program will cost, and so on.

4. Various universities are now placing professors in area high schools to teach special classes. It is believed that this contact helps draw students into the institution.

Rarely do universities voluntarily provide prospective students with complete and objective information about how past or current students feel about their institutional experience. If such material is available, it is very carefully screened to reflect favorably on the institution.

● PROPRIETARY SCHOOLS

Proprietary schools approach the development and dissemination of information concerning their programs in terms of marketing a commercial product. Most information claims the particular school can improve the career and employment potential of the prospective student. Proprietary school advertising frequently suggests guaranteed placement, ability to pass certification tests, attractive salaries, fast career advancement to management status and other enticements.

General recruiting methods favored by proprietary schools are:

1. Reliance on word-of-mouth advertising by their graduates within the industrial sector. Vocational and technical institutes often maintain close ties to industry in a mutually beneficial relationship. Management or fellow workers may recommend to employees that they seek technical training to upgrade their qualifications.

2. Yellow Pages and Sunday newspaper advertisements are consistently utilized, apparently with success.

3. Proprietary school recruiting staff generally receive a per-student commission. Recruiters are normally given a free hand as to where they operate.

4. Larger corporate-owned schools utilize mass media (television, radio, and magazine) advertising to reach prospective students. These are without exception hard-sell pitches. This form of advertising is usually feasible only for institutions with substantial financial backing. For instance, Bailey Technical Schools of St. Louis are owned by I.T.T., Inc.; Bell and Howell operates its own technical schools; Manpower Training Institute is owned by Manpower, Inc., which started out in the temporary office help market.

Conclusions

1. Students face a fundamental problem in gaining access to information on postsecondary options. Prospective students usually must ask for specific materials and information. That means many individuals are blindly searching for information they don't know exists. Obtaining information on a variety of postsecondary options is ever more difficult because of the recruiting orientation of many people involved with information dissemination. The community college sector seems more concerned about disseminating information to prospective students than four-year institutions.

2. Public institutions are preoccupied with recruiting because of the state's budgeting process. Their concern is not so much to give prospective students the information they need, but to fill empty seats.

3. Little or no objective comparative material is available on the academic environment at institutions, or on the reactions of previous students.

4. A gross disregard for career and occupational counseling generally exists at the secondary and university levels.

Financial Aid

The primary responsibility for distributing information about student financial aid programs resides with each institution's financial aid office. In Illinois, the quality of the information and the thoroughness of the dissemination process is not necessarily linked to institutional type. Rather, quality and thoroughness is closely tied to the type of recruiting and admissions practices utilized, and the economic background of students who have historically attended the particular institution. Every postsecondary school forms its own information-dispensing plan. A school might use some or all of these methods:

1. Direct mailing to students and prospective students; (prospective students could include all those whose ACT scores have been sent to the school, students

who have returned postcards asking for information, and all new applicants).

2. Brochures made available through admissions counselors.

3. Information enclosed in admissions packets.

4. Financial aid counselors joining other counselors at parents night, alumni meetings and career days.

5. Invitations to students and parents to meet with financial aid counselors when they visit campus.

6. Advertisements and articles in student papers.

7. Campus (both high school and college) posters and bulletin board notices.

8. Frequent meetings of financial aid counselors with high school guidance counselors.

● PROBLEMS CONCERNING INFORMATION DISSEMINATION

Typically an institutional aid office will have responsibility for administering several programs. In Illinois, a multiplicity of agencies are responsible for student assistance programs. These agencies spawn a litter of redundant forms, needs analysis sheets, and application deadlines. As a result, it is extremely difficult for students, parents, high school counselors, and others to obtain necessary information.

Information is distributed about most federal and state programs. But with few exceptions, the information is distributed with varying comprehensiveness to different student audiences, institutions and geographic areas. It appears that no individual student receives complete information about the major student aid programs. Nothing is said about the hundreds of private, civic or church-related programs. The completeness of this information also varies widely. The following information is frequently included:

1. Basis of granting award
2. Authorized parameters of award amounts
3. Eligibility requirements
4. Where to obtain application forms
5. Application dates

Information often not included:

1. Target group of award program
2. Actual size of awards recently granted and to what types of students
3. Additional financial statements that may be required
4. Affect of parental income on applicants need status
5. Affects on other segments of an applicants aid package
6. Award determination dates and/or time needed to process application

Another hindrance to statewide information dissemination is the administrative structure of the Supplemental Educational Opportunity Grant (SEOG), College Work Study (CWS), and the National Direct Student Loan (NDSL). Those are institutionally administered programs governed by federal guidelines. Each institution sets its own requirements for needs tests, application deadlines, and packaging priorities. At Illinois State University, for example, to be considered for any of these three programs, a student must complete an ACT family financial statement and an institutional application, and should file them by the preference date of March 1. If the student qualifies for aid he or she will first be offered grant money, then work, then, as a last resort, loan money. These requirements vary at every institution.

● AN EFFECTIVE PROGRAM

The Illinois State Scholarship Commission (ISSC) has instituted an intensive statewide program to disseminate financial aid information.

The Office of Informational Services (OIS) was established within the Illinois State Scholarship Commission in May of 1971. The office is located in Chicago and is staffed by three professional workers. OIS promotes State Scholarship Commission programs through seminars and conferences at schools, colleges, and community agencies; through news media; and through various outreach efforts. OIS staff attempt to articulate the availability of aid from other state sources, and from federal and institutional sources, and to show how these various programs relate to, and are distinct from, the Commission's offerings.

According to the 1975 *Illinois State Scholarship Commission Report* (pp. 71-74): "OIS has the primary responsibility for organizing and scheduling the agency's annual financial aid seminar series. The seminars are held throughout the state for the purpose of informing school and community counselors about programs and services, and about general developments in the area of college financial aid. These seminar series are manned by professional staff from all of the ISSC divisions . . . Fall seminar plans are usually announced in December, March and June issues of the OIS newsletter, "The Messenger," and an attempt is made to provide a complete schedule and seminar agenda to each school, college and community counselor before schools adjourn for the summer. In this way, the counselor has ample advance warning as to when and where ISSC staff will conduct the fall seminars . . . The OIS Community Outreach Program maintains contact with hundreds of non-school agency counselors, many

of whom now regularly participate in the fall counselor seminars.

"Since 1972, meetings for interested parents and students have been incorporated into the seminar series as a means of augmenting the local efforts of school and community counselors in Illinois communities outside of the Chicago metropolitan area."

The ISSC report goes on to list four other OIS activities:

> *"Publication of "The Messenger" newsletter four times each year, as a means for keeping counselors current on financial aid developments. Subscriptions to the newsletter are available upon request by anyone who advises prospective college students about financial aid opportunities.*
>
> *Publication of the* Illinois College Handbook, *a reference tool which summarizes for the busy counselor essential admission and financial aid information about Illinois institutions of higher learning approved for participation in the State Scholarship Commission Monetary Award Program. The* Handbook *was made available to 4,000 school and community counselors during 1974. This is the fourth year in which ISSC has undertaken the publication of this popular book.*
>
> *Publication of the* Directory of Non-School Agencies, *a reference document for use by colleges seeking recruitment contacts in local communities, and an important vehicle for intercommunication between school and non-school counselors.*
>
> *The development of a special series of audiovisual aids (slides and overhead transparencies) for use by school and community counselors as they work to publicize ISSC programs and services among local youth. This "Money for College" audiovisual tool has been made available, without charge, to nearly 2,000 school and community counselors throughout the state."*

OIS staff also assist in designing publications for the Illinois Guaranteed Loan Program, and help in evaluating the effectiveness of agency procedures. OIS staff have also developed plans for translation of key ISSC informational materials into Spanish.

Other methods utilized (or in the planning stages) by the Commission to disseminate information include:

1. Description of the five major federal programs included in the application materials.
2. A direct mailing to all public aid recipients (included was an application with explanatory materials) called "Operation Access."
3. A recently initiated program to send counselors to annual conventions of high school clubs, such as "Future Business Leaders," or "Future Teachers."
4. An agreement with the BEOG to commence in 1976 to send BEOG applications to all students who qualify but haven't applied. The ISSC won't require students to apply for the BEOG but will, in the case of students who qualify for a BEOG reduce their unmet need.
5. Plans to begin establishing regional offices in 1976.
6. Plans to hire another OIS staff member to handle news media and develop audiovisual materials.

Conclusions

Although the ISSC has initiated several innovative and effective informational programs, there is room for improvement. Direct mailing to high school seniors, perhaps co-sponsored by the Illinois Office of Education has yet to be tried. Community college districts which distribute information to all residents of the district could be asked to include ISSC student financial assistance information.

Student participation in review and policymaking should be increased and made a regular function in the administration of financial aids programs. The Association of Illinois Student Governments (AISG) recently held hearings before a panel of state legislators, students, and citizens, where students testified about personal problems encountered in the financial aids system. Among the recommendations from those hearings include the suggestions that:

1. The appeals process should be made simpler and more accessible to students.
2. A student should be appointed to the Board of Illinois State Scholarship Commission.
3. A postcard should be sent to ISSC applicants informing them that their application has been received.
4. A common application and needs analysis form should be used by the federal, state, and institutional agencies.

The appointment of a student to the Illinois State Scholarship Commission Board would be one step in making student participation more formalized. Further, a systematic method for selecting students to serve on the Commission's various advisory committees is needed. By systematizing the selection process and utilizing an organization such as the Association of Illinois Student Governments to choose the students, qualified and accountable student representation would be maximized.

As AISG Executive Director Doug Whitley (1975, n.p.) noted: "Even though we have many concerns about the ISSC

. . . we still believe it is a good solid program—one of the best in the Nation." This is certainly true of its information dissemination program.

Federal funds should be made available to state agencies for such information activities. The state government should also continue its traditional support by maintaining a "healthy" ISSC budget level. Utilizing the Illinois State Scholarship Commission as a central agency for information dissemination and state-wide coordination will improve the financial aid informational system at all levels.

• • •

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by Peter Comeau

THE INFORMATION DISSEMINATION SYSTEM IN

New York

All participants and potential participants in postsecondary education face the problem of obtaining useful and accurate information about available options. Even those persons who have easy access to educational counseling facilities are not adequately informed about academic programs, vocational training, and student financial assistance. Many individuals who express interest in postsecondary educational opportunities are ' .racked" into "traditional" paths by the people they turn to for advice. A student with good grades will be told to go to college, while someone displaying little interest in academic courses will usually be advised to find a job. This problem exists even in those school districts which should be able to afford adequate counseling services.

In an upstate New York high school, weighted grade point averages favor high grades in advanced placement classes to the detriment of students receiving high grades in average tracks, vocational and science courses. One student, who had straight A's for 4 years in a science program, asked the school counselor for advice about college. The counselor examined only his GPA and said, "You want to go to college?"

High school counselors are the major source of information about postsecondary educational options for many prospective students. They are called upon to supervise and evaluate aptitude tests, to counsel students on their high school academic program, to provide information on employment, and to advise on college choices. Most of these tasks are not performed adequately due to time constraints, and the heavy client loads carried by most high school counselors.

In less wealthy school districts, counselors are often former teachers or coaches. Many do not have experience or degrees in vocational or educational counseling, and are often ignorant about the scope of their responsibilities, and of the influence their decisions and advice have.

High school counseling is also frequently racist and sexist. New York City, while not alone in New York state in this regard, provides the best example of institutionalized racism in the high school track and in the articulation into postsecondary education. Ellen Trimberger (1973) provides the following evaluation:

ELITE TRACK	SOCIAL SERVICES TRACK	CLERICAL AND VOCATIONAL TRACK
Three Senior Colleges	Five Senior colleges; Transfer program in three community colleges	Five community colleges; career programs in three community colleges
High average in high school (over 82.5)	High school average from 75-82	Any high school average; most under 75, many under 70
Academic diploma in high school	Mainly academic diploma	General and Vocational degree
Mainly white	Ethnically mixed in the senior colleges; white in transfer programs	Higher % of Blacks and Puerto Ricans, but still many Whites
High % Jewish	High % Catholic	Mixed
Mainly middle class	Middle, lower middle and working class	Mainly working & lower class
Aimed for graduate and professional work	Careers in teaching, social work, health & public administration, or engineering	Geared toward lower level technical, clerical, or paraprofessional jobs

This diagram indicates that a correlation exists among class, high school program, and a postsecondary educational program. Though counseling programs are not the only cause, high school counselors are primarily responsible for the track into

which a new high school student enters. Thus, the counselor is the institutional representative who translates social background into high school programs.

● CONTINUING EDUCATION

Poor counseling is not confined to the young. In 1938, the New York state Board of Regents noted, "It is enough to say that one of the greatest deficiencies in the total adult education program in New York state is the almost complete lack of adequate and satisfactory facilities for educational and vocational guidance." (Reeves, et al, 1938, p. 125) In 1974 a study done as a part of a federal Higher Education Act, Title I project (Westervelt, 1974) detailed the failures of the public and private counseling services in the mid-Hudson region of New York State:

1. geographic distribution of services is uneven.
2. services designed for a general population appear less apt to receive support from public funding, even when associated with publicly funded institutions, than those for special populations.
3. . . . there is no attempt to reach out to the working class . . .
4. less than a third of all services give high priority to assisting individuals to discover and consider a wide variety of educational options.
5. the amount of educational information actually collected and utilized by agencies appears to be limited, in the majority of cases . . .
6. Methods of educational counseling employed by the agencies surveyed are extremely traditional, for the most part.
7. Concern with training personnel for work in the rather specialized field of counseling and referral in continuing education appears to be minimal on the part of employers . . . .
8. There is an obvious lack of resources to offer the training mentioned in paragraph 7.
9. There is evidence of a steady, although geographically uneven, growth in educational counseling services but many of the newer agencies, as well as many of the older ones, are not primarily concerned with increasing educational options for a general population.
10. There is no evidence of any region-wide approach to planning, developing and coordinating counseling and referral services in continuing education."

A second Title I survey (Cameron, 1974) found that only 26.5% of those participating in postsecondary continuing education, would turn to a guidance counselor for advice. In this study the following question was asked:

> "Would you participate in continuing education if you had access to more advisement to better fit your interests to what is being offered?"

	TOTAL	NON-PARTICIPANTS	DROP-OUTS
Definitely yes	20.3	14.9	22.7
Probably yes	20.1	29.8	27.7
Maybe	27.0	27.4	27.7
Probably not	14.1	14.9	16.8
Definitely no	3.2	12.5	5.0

An Educational Testing Service study (Comly, 1975) has indicated that in New York state alone there are approximately "1.3 million would-be learners who simply need information and another 2.6 million in need of counseling services."

Clearly, there is a great inclination among this population to get involved in the region's educational opportunities. Yet, those institutions responsible for advising citizens of their options are failing to meet the requirements of their task.

● INFORMATION ON PROGRAMS

How do postsecondary institutions attempt to fill in the gaps left by the counseling services? Obviously, they try to present their cases in as favorable a light as possible to the exclusion of other options.

Most sectors of postsecondary education have a very narrow view of the clientele they are supposed to serve. Colleges and universities consider the recent high school graduate the basis of their population. Those schools which attempt to reach out to an adult population usually do so as an auxiliary to their degree programs. Proprietary institutions continue to aim at people who are older and never attended college; or young persons who decided not to attend college.

All institutions, consciously or unconsciously, have developed *graduated* stages of information dissemination. This process can begin with a newspaper advertisement, a mailing, anything for mass distribution. This process provides little concrete information about the institution, but this is not its goal. Its purpose is to remind prospective students that the particular institution is an option open to them.

In some cases, more frequently with proprietary schools, a card is included with which one can request additional information. Usually it is left to the student to make this request. A request, however, triggers the next stage in the process, in which more detailed information is sent out to the prospective student. This could include a full brochure or catalog accompanied by an application form.

The application itself triggers the final stage prior to admission or rejection in which the student can request very specific information on academic program, extra-curricular activities, and other topics of interest.

This process is logical in terms of fiscal constraints and also fits most people's approach to problems. A question which remains unanswered, however, is whether or not this process affords the individual the chance to make a choice between real alternatives. It is here that the information system breaks down.

In designing their admissions information package, admissions officers most frequently rely on their high school visits to inform them about the weaknesses and strengths of their system. Central Administration of the State University of New York (SUNY) for instance, recently compiled a booklet titled *Planning for College: Questions Frequently Asked about*

the State University of New York (1975). Questions and answers were developed through discussions with admissions officers on individual campuses.

Private universities follow the same process to a greater or lesser extent. Some schools have developed elaborate public relations programs. Carnegie-Mellon provides a good example of this particular trend. Even though this school is outside New York state, it should be discussed since it best exemplifies a route some institutions are beginning to take.

The entire pool of accepted students is surveyed to determine their reasons for attending the institutions. Those who choose not to attend are asked where else they went and why. The questions involved in this survey allow the school to pinpoint where their admissions information form can be adjusted to make it more appealing. Further, the school can look at the competition in very specific ways. They know why one particular institution is drawing away desirable applicants and can adjust their profile or curriculum to appeal to those students.

Many schools have attempted to keep guidance counselors informed about themselves and their particular educational programs. SUNY regularly releases a "Memo to the Counselors" and is preparing a booklet entitled "Most Unusual Place" which will provide a fairly comprehensive overview of the educational opportunities within the system. A toll-free number has been proposed so that specific questions from individuals could be answered by someone trained specifically in the feature aspects of the SUNY system.

Proprietary institutions continue to advertise primarily on radio and television, and seldom rely on high school counseling or other services. These institutions continue to suffer from a negative "for profit" image. They are generally looked down on by other types of educational institutions. For these reasons they generally are not recommended by high school counselors in many areas.

The trend in all areas, however, is to develop a marketing orientation in admissions and financial aid information dissemination programs. In such a program, populations are targeted and information programs—computer referral systems, media packages, counselors' newsletters, catalogs and even the application forms themselves are designed to appeal to those populations. It's a bit like designing the carton for a new toothpaste—you decide who you want to sell it to, and then put the picture and the colors on the carton which will most appeal to that group.

These new techniques, however, have been primarily used to retain and exploit further the populations already being served. The ETS survey cited previously also indicated that while the percentage of adults participating in some form of educational experience had risen from 20% to 33% between 1962 and 1972, essentially the same type of adult was participating—"young, employed full time, previously well-educated, white, an urban resident, and highly motivated by the desire for job advancement". (Comly, 1974, p. 10) These conclusions were substantiated in another study conducted in the Genesee Valley region.

Current Title I studies (Cameron, 1974, Westervelt, 1974; Nurnberger, 1974) identify more specifically the populations which wish to participate in continuing education and the conditions under which they would participate. If public and private institutions are serious about serving the public, they will no longer be able to hesitate over how and when to seek out current non-participants.

Despite major studies indicating need, a potential participant in postsecondary education will not necessarily receive correct or useful information about his or her options. One official in the State Education Department indicated that he expects the Federal Trade Commission to look into the claims made by postsecondary educational institutions and particularly into college catalogs. Proprietary institutions have already felt the same sort of pressure, requiring them to change advertisements which might mislead the public.

● INFORMATION ON FINANCIAL AID

Financial aid officers also have great impact on the population of a particular institution. 34.6% of the respondents to the Genessee Valley (Cameron, 1975) questionnaire listed cost as a major barrier. (A similar study in the Southern Tier found over 20% listing cost as a barrier.) Clearly financial aid officers can play a substantial role in the admissions process.

Fortunately, financial aid officers are better organized than either high school counselors or admissions officer. This is in part due to the efforts of NYSFFA—the New York State Financial Aid Administrators. New York has been broken down into regions and financial aid personnel within each region meet fairly frequently to share information, ideas, and expertise.

I recently attended a meeting of the Central Lakes Region of NYSFAA (Ithaca, New York) and was very impressed by the spirit of cooperation. People who had just started in the field were being trained by the older members from other schools. Individuals were encouraged to participate in the discussions and in sub-committee meetings. Schools which had recently established financial aid offices or had brought in new personnel were encouraged to invite more experienced financial aid people in the group to their campus to share expertise.

One problem which financial aid officers face, and have been conscientious about addressing, is that of professionalism. For instance, one member of the NYSFAA Central Lakes region, a bookkeeper at a proprietary school, was named financial aid officer when the owner discovered that his students were eligible for financial aid. She was quickly contacted by the more experienced members of the region, and was taught what she needed to know.

Very little tension between public-private institutions was exhibited. Rather, people were more concerned about the state of federal programs and their institution's relationship to these programs. In a sense, the Federal government has become the "common enemy" against which all schools should organize.

This was particularly the case for both the O'Hara bill (U.S. Congress, HR 3471, 1975) and the needs analysis forms developed by the Office of Education. There was considerable sentiment in opposition to a number of the components of the O'Hara bill and many people expressed interest in developing a statement on it.

The needs analysis presented a much more complicated problem. Some of the financial aids officers from Cornell University supported the idea of "dumping" the OE form and using one which more closely estimated the real financial needs of the students.

This would have caused great problems both within each

school, and with the Office of Education. There was obviously dissatisfaction with the OE needs analysis, but only Cornell considered open rebellion a viable possibility.

It is conceivable, however, that NYSFAA could take a leading role in the formulation of financial aid programs. As they increase in professionalism, they will probably take on the respectable trappings of a profession and that could include more influence over the nature of financial aid programs.

Financial aid information dissemination tends to follow the same pattern as admissions information, though a few steps behind. Financial aid officers, however, have a different problem to address.

Financial aid programs, besides being numerous, are extremely technical. Most aid officers are concerned about helping students, and their parents, where appropriate, to fulfill all of the conditions necessary to determine eligibility. Most parents and students fill out forms and send them in without any sense of whether they are eligible for the program.

Financial aid officers are hopeful that the seminars on financial aid recently initiated by the Office of Education for High School counselors will help to channel correct information to the high school student population. Certainly, it is beyond the means of NYSFAA or individual officers to educate these people and most are thankful that the federal government took the responsibility.

SUNY is currently revising the information on financial aid which is included in the applications booklet, in the hope that parents will become more involved in the application process. In addition, the information will be clearer and will be more likely to answer the questions of prospective students about eligibility for the program. This could work to eliminate some of the excess application forms going into the Regents' Scholarship processing center and into financial aid offices.

Another major concern has been to build a base of information programs which do not rely on external deadlines. Some schools have been handicapped by the late date at which they receive specific information on Federal programs and very often have to hedge on any final statements about a student's package until fairly late into the admissions process.

Because disparities exist among resource allocations at various schools, students get information on financial aid at different times during the admissions process. Some schools send out financial aid information with the application, others send it out after application has been made. The timing of this information is of primary importance both to the student and to the institution, and yet, because of fiscal restraints, the information does not always correlate properly with the application process. I have not encountered information on how financial aid information affects a student's choice of institutions, but one might assume that the more integrated the financial aid information is with the application process, the more likely a student is to make reasoned personal decisions about postsecondary educational options.

The needs analysis problem has apparently disturbed many financial aid officers. Some Ivy League schools developed and began utilizing their own needs analysis forms. Financial aid officers at these institutions became dissatisfied with the College Scholarship Service and Office of Education forms, so they researched and wrote their own needs analysis form which corresponds more closely to a student's real need.

Training in admissions and financial aid programs occurs most frequently within the campus offices. Groups like NYSFAA also perform a training function, but training is usually done on the job.

Financial aid officers are not likely to work with campus committees or be responsible to them. Financial Aid officers occasionally work with admissions committees though not frequently. Admissions officers, because they are so intimately involved in determining the academic atmosphere of a campus, are more likely to work with the governing body of the campus.

● OTHER EFFORTS

A number of programs do not fall into the previously discussed categories. One of these areas is continuing education in industry. Numerous reports have noted that one of the major reasons for participating in continuing education is job advancement.

In many cases, it would be difficult, if not impossible, to prove that courses sponsored by industry are actually academic programs. Since the programs relate very specifically to employer needs, they are also on-the-job-training, perhaps of an advanced nature.

It is not easy to transfer these experiences into a degree program. The Guide issued by the State Education Department on the subject is very unclear about how to apply for credit. Few college and university catalogs mention the possibility of receiving credit for work experience or training programs.

Local Boards of Cooperative Educational Services often sponsor courses for adults, particularly in rural regions. The effort is spotty.

Those being served are generally middle and upper class urban residents, young, white, and with previous postsecondary educational experience. Those not being served–"non-participants", "non-traditional"–are everyone else.

The reason why "non-participants" aren't flocking to the gates of postsecondary education is, on the surface, fairly clear. They have inadequate financial resources, they don't have the time, they can't get to where the courses are, and so on. There are more important reasons however. Clearly, our society has not committed itself to full educational opportunities for all elements of the population. The present educational system reaches relatively few and, even when the student is within the educational system, his or her options are frequently limited by the nature of the program into which he or she is admitted.

Conclusions

I referred to racism and sexism earlier when discussing high school counseling, but those problems and the additional ones of class, religion, national origin, and so on, come into play at every stage of the educational process. Numerous books and articles have been published recently on this subject.

Until these problems are addressed by society, real improve-

ment of counseling and educational services will never be a priority. Individual institutional personnel are not difficult to reach; few institutions, however, have committed themselves to the effort required.

In summary, counseling services in New York must attempt to become more professional, to eliminate bias from their recommendations and to be aware of the many different post-secondary options available to all members of society. Educational institutions must make a good faith effort to bring "non-traditional" populations into the system. Government must assist in this effort to provide opportunities to the less-than-wealthy in a non-discriminatory manner.

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by Fritz Edelstein
with Layton Olson

Information Dissemination at the National Level

A limited survey was conducted to determine what national agencies and organizations are currently disseminating information about postsecondary educational opportunities, particularly information about costs and financial assistance such as grants, work opportunities and student loans. Data was collected about (1) the role each agency, organization or private corporation assumes in providing information, (2) the mandate or motivation for distributing this information, (3) the type of information actually being disseminated, and (4) the costs of information dissemination activities.

Four categories of agencies and organizations were established: (1) federal student assistance agencies, (2) private financial assistance and information organizations, (3) national organizations, and (4) military agencies. Not all agencies or programs were surveyed, and the following is a summary of findings about selected agencies and programs.

● FEDERAL STUDENT ASSISTANCE PROGRAMS

• U.S. Office of Education

Basic Educational Opportunity Grants—The BEOG program was begun in academic 1973-74 and is scheduled to distribute about $800 million in academic 1975-76 to freshmen, sophomores and juniors. Seniors will be included in academic year 1976-77.

The BEOG program spends approximately $1 million per year on training and dissemination activities, not counting the costs of printing BEOG applications. The dissemination strategy focuses on reaching students through high school counselors, community-based counselors, and college financial aid administrators; rather than on disseminating information directly to students, prospective students or their families.

The lack of a comprehensive dissemination plan has been cited as a substantial factor in criticisms of the BEOG program's failure to utilize its full appropriations (about $135 million was unspent in 1974-75).

Recent "BEOG Dissemination Plans" for 1975-76, calling for increased dissemination of information directly to students and their families, has not as yet received an adequate commitment of funds. These dissemination plans have a low visibility and lack support in Office of Education budget requests, particularly now that the BEOG program in 1975-76 is spending its full appropriations.

The BEOG authorizing legislation does not assign specific responsibility for information dissemination. This has hindered dissemination efforts within the Office of Education because questions are raised about its appropriateness. Without a clear congressional mandate, some bureaucrats question whether the federal government should take a major role in the communications business by selling access to postsecondary education.

TRIO Programs and Educational Opportunity Centers The TRIO programs of Talent Search, Upward Bound, Special Services, as well as Educational Opportunity Centers, are independent programs providing counseling and information services about postsecondary education to persons from low-income families. The programs counsel individuals both before and after enrollments, and spent about $74 million in 1974-75.

Talent Search has a legislative mandate to disseminate information about postsecondary educational opportunities and student financial assistance to persons under 25 from low-income families. In 1974-75 it was budgeted for $6 million and had contact with about 110,000 persons, mostly of high school age. Talent Search Centers utilize counseling, outreach and other personal dissemination ef-

forts in local communities rather than relying on large amounts of printed materials and advertising.

Educational Opportunity Centers were initiated in 1974-75. Twelve centers were funded with $3 million in federal funds matched by $1 million in state and local funds. Educational Opportunity Centers have a legislative mandate to disseminate information about postsecondary educational opportunities and student financial assistance programs. There is no age limit for local counseling and outreach services. The first projects are experimenting with several communications methods including the use of computer-based information and direct mailing services, as well as the traditional methods involving pamphlets and personal contact. At this time little evaluation of effectiveness has been completed.

Upward Bound programs in 1974-75 involved about 31,000 students in intensive summer schools, as well as counseling and tutoring sessions for high school sophomores, juniors and seniors. Information about postsecondary educational opportunities is basically through personal contact with counselors and former Upward Bound students.

Special Services was appropriated $23 million for 1974-75 to provide counseling and tutoring for 75,000 students enrolled on college campuses. It is a continuation of the efforts of the three previous programs. Regulations specifically forbid Special Services programs to recruit or institute information dissemination for prospective students, since its services are those of an advocate for students already enrolled.

• Other Federal Programs

Many federal assistance programs outside the Office of Education provide grants to undergraduate and graduate students. Three of the largest of these programs are administered by the Bureau of Indian Affairs, the Social Security Administration and the Veterans Administration. Information dissemination in these agencies is more advanced than in the Office of Education for a number of reasons: They are dealing with specific audiences which can be reached directly through the mail and through special counselors and offices; they have comprehensive information dissemination plans which integrate communications about financial aid and educational opportunities into all operating functions; and they have substantial budgets for information dissemination.

Bureau of Indian Affairs scholarships are provided for persons of at least 25% Indian blood and who have financial need. A total of $22 million was provided in 1974 for 16,000 persons through thirteen local Bureau of Indian Affairs offices which are responsible for selecting grantees. Approximately $200,000 is spent by BIA for dissemination, using advertising in 300 newspapers and distributing pamphlets to tribal councils, BIA schools, Indian centers, public schools and libraries in areas with large Indian populations.

Social Security Administration's major student financial assistance program provides living expenses benefits (totalling over $750 million in 1974-75) for children between ages 18 and 22 who are enrolled full time, and have or had one of their parents receiving retirement, disability or survivors benefits. The information dissemination process about educational benefits is part of on-going Social Security Administration information procedures, including direct mail notification of all persons receiving dependents benefits, and pamphlets in Social Security offices.

Veterans Administration administers the GI Educational Bill of Rights program which paid out over $1.5 billion in educational benefits in 1974-75. Information dissemination is accomplished through massive direct mailings, through Veterans Assistance Centers and Hospitals, through "vet reps" on college campuses, through public services announcements on radio and television, through mobile outreach workers, and through a toll-free telephone number (800 number). Although the VA has come under heavy criticism recently, the focus of the complaints has been on maladministration of programs rather than the information system.

• PRIVATE FINANCIAL ASSISTANCE AND INFORMATION ORGANIZATIONS

In the private sector, many organizations and businesses are involved in distributing information to nationwide audiences about postsecondary educational opportunities, including information about costs and student financial assistance. Information is distributed either for a fee or free of charge by such organizations for a variety of reasons.

• Non-profit Testing and Information Agencies

There are two such non-profit comprehensive agencies, the American College Testing Program and the College Entrance Examination Board, which offer a wide range of services including: testing aptitudes and skills, surveying student and prospective student attitudes and characteristics, providing computer or test-based counseling services, providing colleges with the names of potential applicants, and measuring financial need. These two groups also provide prospective students with information. These agencies are based on college and high school membership, with strong constituencies among college administrators, admissions officers, financial aid administrators, and high school counselors. Their basic reason for disseminating information is to assist in a nationwide process of identification of prospective students; and matching these students with college admissions needs.

ACT and CEEB (through its College Scholarship Service) provide a wide range of services involving information about costs and financial assistance; these include collecting information about college costs and student expenses, and distributing them to their members and the national media. Both groups send pamphlets explaining financial assistance to high school counselors and college financial aid administrators for distribution to students and their parents to aid them in completing financial assistance application forms for federal, state and institutional aid.

• Non-profit Scholarship Organizations

There are two large nationwide organizations which award scholarships to high school seniors on the basis of tests and recommendations, the National Merit Scholarship Program and the National Honor Society.

Their basic purpose in disseminating information about their scholarships is to provide recognition for the high school student with high academic qualifications. Thus, their information dissemination activities are simplified, involving direct communication with high school counselors and local chapters. Information is also provided through Preliminary Scholastic Aptitude Tests, and massive nationwide and local newspaper coverage of winners.

Role of the Private Organizations—The trend in the past few years has been for these private agencies to assist in making quantum leaps in the provision of information about costs and financial assistance. They have adopted this role as a result of their large financial and organizational resources and large annual data collections secured from financial assistance applicants and institutions.

For example:

1. ACT received a contract from the Minnesota State Scholarship Program for 1974-75 to provide the family of every high school senior in the state with direct mail information about costs, financial assistance and an application for state scholarships. The contract called for the preparation of materials, assistance in statewide briefing workshops for high school counselors, and a direct mailing to over 55,000 households. As a result, applications increased 150 percent to about 30,000 from 12,000 in academic 1973-74.

2. The College Entrance Examination Board was selected as a Resource Agency in 1975-76 for the "Better Information for Student Choice" Project of HEW's Fund for the Improvement of Postsecondary Education. CEEB was asked to analyze student financial resources at 200 colleges, and assist in designing a format for the summary information which students need about costs and financial aid. Once this format is designed, educational institutions will use it to supply information to prospective students. This information could also be reported directly to students by CSS or ACT, by the federal government, or by student groups.

3. The Exxon Education Foundation recently made a grant to the College Scholarship Service to design high school financial aid counseling models, which will distribute early financial aid information to 9th, 10th and 11th grade students and their families. The first series of information disseminations will be evaluated to determine the most efficient and useful models in terms of motivating people to continue their education, and helping them in their educational planning. The resulting models will be distributed to every high school in the country to assist the schools in setting up similar systems. This study, which focuses on early information as an important factor, is related to other CSS activities attempting to personalize and systematize the financial assistance information services of high school counseling offices and community agencies. An example is the Office of Admissions Services at the City University of New York which coordinates high school recruitment: "In New York City, every senior in the public high schools receives a personalized CUNY application. This application comes with a student's name and a copy of his or her transcript printed on it. If a student desires financial aid, all that is needed is to check off the appropriate box and a Student's Financial Statement (SEF) will be mailed . . . Students who apply to CUNY do not have to pay to have these forms processed; CUNY picks up the "tab."

4. The American College Testing Program has received contracts from the U.S. Office of Education for the printing, distributing and processing of BEOG applications and instructions, (involving almost 1.5 million forms in the 1975 application year) as well as notifying applicants and the institutions in which they enroll. Without ACT's existing processing and information capacity, it would have been impossible for the federal government to gear up to handle the BEOG program in less than one year.

• Proprietary Organizations

Private companies are beginning to offer information services about costs and financial assistance. On the national level, many insurance companies offer these services because of their interest in encouraging financial planning and investment. The primary collector of this information is the Hartford Group Insurance Company, which distributes its own booklet and sells the information to other companies which provide pamphlets as a service to their customers. In addition, insurance companies buy the most television time to present commercials on preparing for college.

Many local banks print guides about college costs because of their customers' interest in student loans. All of these sources provide minimal information about college, costs or financial assistance.

A private company, Scholarship Search of New York, for a $40 fee, will provide a computer print-out of a minimum of five potential sources of student financial assistance from federal, state or private sources. A similar service is provided for $25 by the National Scholarship Locater Board of Princeton, New Jersey. The success of Scholarship Search during the past two years is due to the thousands of persons who need a simple road map through the maze of financial assistance programs, with their many confusing qualifications and requirements. In addition, many middle income families are frightened away from federal and state scholarship programs because, although they need money for college costs, they feel they do not qualify for grant programs based on governmental definitions of need.

Another private source of information is the growing number of synidcated newspaper columns by such writers as Sylvia Porter, and Joyce Lain Kennedy who discuss educational requirements for many jobs. One widely distributed guide is "Where and How to Get Money for College 1975." (Kennedy, 1975.) Many of the commercial

guides to colleges are increasing their coverage of cost and financial assistance questions, and many new books are being published, for example, *Making It: A Guide to Student Finances* (Harvard Student Agencies, 1973), and several books expected out in 1975-76 by major publishers.

● OTHER NATIONAL GROUPS

Many national organizations have special constituent concerns which involve information about costs and financial assistance for college.

The American Association of University Women, the Business and Professional Women's Foundation, the National Scholarship Service and Fund for Negro Students, and the American Legion distribute financial information to their particular constituencies, usually through local chapters. These organizations generally have limited amounts of financial assistance available, and the heavy demand for it causes the organizations to prepare and widely disseminate information to assist persons in locating other financial assistance. Examples include the American Legion's "Need A Lift" (Americanism and Children and Youth Division, 1974.) guidebook for veterans and non-veterans, and a forthcoming book by AAUW on financial aid sources for women. Information about these publications is often carried in many specialized publications for counselors and is also publicized in newspapers, magazines and by word of mouth.

The National Scholarship Service—Fund for Negro Students has developed a referral system for minority students seeking information on both college admissions and financial assistance. Information is collected and disseminated through a network of counselors in high schools and community agencies, and minority interest publications.

There are many associations of counselors which not only assist in keeping counselors informed, but also prepare materials and hold college fairs across the country. For the past two years, the National Association of Student Financial Aid Administrators and the American Personnel and Guidance Association have received contracts from the U.S. Office of Education to hold training sessions about the Basic Grant program, as well as other federal financial assistance programs. During 1974-75, the National Association of College Admissions Counselors sponsored in major metropolitan areas thirteen college fairs attended by 8000 to 25,000 students and representatives of between 200 and 250 colleges. The trend is toward new ways of getting information out to prosepctive students.

● MILITARY PROGRAMS

The many education programs of the Armed Forced have become a major part of their recruitment program, particularly in efforts to build an all volunteer army. In addition, each branch (including the Reserves and the National Guard) has developed student financial assistance programs which pay for an education both before, during and after military service, in addition to the standard GI Bill benefits for veterans.

Each branch of the Armed Forces has hired large commercial advertising firms to produce television, radio and magazine advertising. Such advertising is paid for, and is not donated as public service advertising. In all, advertising and recruiting based on educational benefits have received substantial budgets in the military.

One highly visible example is the Army's Project Ahead. It began at the end of 1973, and provides between 75% and 100% of tuition and fees both during and after service. A highly visible advertising campaign has been conducted at a current cost of $2.9 million, to distribute a maximum of $15 million in financial assistance benefits. Thus almost 20% of the amount of the benefits is being spent to disseminate information about the program, including the use of direct mail brochures, films, recruitment booths at conventions and fairs, an "800" toll free number to request information, and advertising in seventeen major magazines read by high school and college students, their families, and counselors. The emphasis is almost totally on the educational opportunities and financial assistance.

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